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**BULLETIN OF
OBERLIN COLLEGE**

NEW SERIES No. 35

**ANNUAL REPORTS
OF THE PRESIDENT AND TREASURER OF
OBERLIN COLLEGE 1906-07**

TENTATIVE PROGRAM
SEVENTY-FIFTH ANNIVERSARY OF
OBERLIN COLLEGE

Friday, June 19—Thursday, June 25, 1908

The following program, it should be reiterated, is still somewhat tentative, and may suffer considerable change in detail; but it yet fairly indicates the events likely to be prominent at the celebration of the Seventy-fifth Anniversary.

It will be noticed that the celebration begins a very little earlier than the ordinary Commencement observances, and runs through Thursday of the following week, one day later than the ordinary Commencement. The Academy Commencement will probably come either Thursday afternoon, June 18th, or Friday morning, June 19th.

The Theological Commencement, on account of the Seventy-fifth Anniversary, is merged this year in the General Commencement.

The Faculty Committee on Entertainment of Guests will, when requested, give assistance in securing board and room accommodations for Anniversary week. Applications for such assistance should, in all cases, give the names and addresses of those for whom the accommodations are desired, and should be addressed to the Secretary of the Committee, L. D. Harkness, 27 King Street, Oberlin.

Professor C. E. St. John is Chairman of the General Committee on Arrangements. Professor F. E. Leonard is Chairman of the Committee in Charge of the Distribution of Tickets.

FRIDAY, JUNE 19TH

2:00 p. m. A conference on Secondary School Education.

Three addresses, dealing with the present trend, and new problems in this department of education, dealt with both from the point of view of the public schools and of the private fitting schools.

5:00 p. m. Senior Chapel.

7:30 p. m. Concert by the College Glee Club

SATURDAY, JUNE 20TH

9:00 a. m. Conference on Theological Education.

Three addresses on The Theological Changes of the last seventy-five years; The Present Demands upon Theological Education, looking to the need of a four-year

SATURDAY, JUNE 20TH—Continued

course of preparation for the ministry, as for other professions; and a third address on The Outlook for Theology and for the Ministry.

3:00 p. m. Varsity Base-ball game.

7:30 p. m. Public Recital by the Conservatory of Music.
Reunions of the Literary Societies.

SUNDAY, JUNE 21ST

9:00 a. m. Communion Service in Finney Memorial Chapel.

10:30 a. m. Preaching services in the different churches; pastors to be asked to take the theme: The Changes of Seventy-five Years in the Conception of the Religious Life.

2:30 p. m. Baccalaureate Sermon.

4:30 p. m. Special missionary service at the Memorial Arch.
Presentation of plans for the Oberlin-Shansi Educational Association.

8:00 p. m. Dedication of Finney Memorial Chapel.

MONDAY, JUNE 22ND

9:00 a. m. Conference on Musical Education.

Three addresses, one dealing specially with the place of courses in musical history and appreciation, in college education; another with advanced literary requirements for musical education.

10:00 a. m. Base-ball game: Varsity vs. Alumni.

2:30 p. m. Senior Class play.

6:30 p. m. Step Exercises: young women of the Class of 1908.

8:00 p. m. Commencement of the Conservatory of Music. Warner Concert Hall.

Concert by former Oberlin Glee Clubs in the Chapel.

TUESDAY, JUNE 23RD

9:00 a. m. General Meeting of Alumni and Former Students; the first part of the meeting to be given to two papers, one on The Founders, and the other on The Historical Associations of the First Church; the second part of the meeting to be given to a conference as to plans for the future of the College.

11:00 a. m. Dedication of the Carnegie Library.

TUESDAY, JUNE 23RD—Continued

- 2:00 p. m. Semi-annual meeting of the Board of Trustees.
- 2:30 p. m. Senior Class-Day Exercises:
Ivy Ode.
Spade Oration and Response.
- 3:30 p. m. Formal opening of the Olney Art Collection.
- 4:00 p. m. Class Reunions.
- 8:00 p. m. President's Reception.
- 9:00 p. m. Campus Illumination and Student Pageant.

WEDNESDAY, JUNE 24TH

- 9:00 a. m. Conference on College Education.
Four addresses:
The College Problem.
College Administration.
Physical Education in College.
Needed Gains in the College Education of Women.
- 2:30 p. m. Historical and Civic Conference.
Four addresses:
The Development of the Civic Conscience.
Growth in Business and Professional Ideals.
Needed Lines of Development in the National Life.
International Problems and Ideals.
- 8:00 p. m. Commencement Concert, at the Chapel.
Ben Greet Woodland Play, the Campus or Warner
Concert Hall.

THURSDAY, JUNE 25TH

- 10:00 a. m. Commencement Exercises:
Presentation of Visiting delegates and one address of
congratulation on behalf of the delegates.
Commencement Address.
Conferring of Degrees.
- 1:00 p. m. Alumni Dinner, at the two gymnasiums.
- 2:30 p. m. Ben Greet Woodland Play, the Campus or Warner
Concert Hall, running parallel with the alumni dinner
speaking.
- 4:00 p. m. Matinee Orchestra Concert.
- 8:00 p. m. Commencement Concert, at the Chapel.
Ben Greet Woodland Play, the Campus or Warner
Concert Hall.

OBERLIN, OHIO
JANUARY 29, 1908

OBERLIN COLLEGE

ANNUAL REPORTS

OF THE PRESIDENT AND THE
TREASURER OF OBERLIN
COLLEGE FOR 1906-07

PRESENTED TO THE BOARD
OF TRUSTEES AT THE ANNUAL
MEETING, NOVEMBER 15, 1907

OBERLIN, OHIO
PUBLISHED BY THE COLLEGE
November 30, 1907

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CALENDAR

In the College and Seminary departments the year is divided into two *semesters*; in the Academy, Conservatory, and Art departments the year is divided into three *terms*.

COLLEGE YEAR OF 1907-08

1907

Tuesday, September 17,	Registration of students begins.
Wednesday, September 18,	Registration of students; First semester begins; Fall term begins.
Wednesday, December 18, noon,	Fall term ends.

1908

Wednesday, January 8,	Winter term begins.
Thursday, January 30,	Day of Prayer for Colleges.
February 3—February 8,	Final Examinations First Semester.
Saturday, February 8, noon,	First semester ends.
Tuesday, February 11,	Second semester begins.
Wednesday, April 1, noon,	Winter term ends.
Wednesday, April 8,	Spring term begins.
Thursday, May 14,	Commencement, Theological Seminary.
June 12 — June 19,	Final Examinations, Second Semester.

June 19-25—Celebration of Seventy-fifth Anniversary.

Sunday, June 21,	Baccalaureate Sermon.
Thursday, June 25,	Seventy-fifth Annual Commencement.

COLLEGE YEAR OF 1908-09

1908

Friday,	June 26,	Summer vacation begins; Summer Session begins.
Friday,	August 14,	Summer Session ends.
Tuesday,	September 22,	Registration of students begins.
Wednesday,	September 23,	Registration of students; First semester begins; Fall term begins.
Tuesday,	December 22, noon,	Fall term ends.

1909

Wednesday,	January 6,	Winter term begins.
Thursday,	January 28,	Day of Prayer for Colleges.
February 1—February 6,		Final Examinations, First Semester.
Saturday,	February 6, noon,	First semester ends.
Tuesday,	February 9,	Second semester begins.
Wednesday,	March 31, noon,	Winter term ends.
Wednesday,	April 7,	Spring term begins,
Thursday,	May 13,	Commencement, Theological Seminary.
Wednesday,	June 23,	Seventy-sixth Annual Commencement.

THE COLLEGE ADMINISTRATION

COLLEGE COUNCIL

Chairman, KING*Vice-Chairman*, ST. JOHN*Clerk*, G. M. JONES*Appointments*:—St. John, Jewett, King, Root, Wager.*Budget*:—St. John, Anderegg, Root.

CONSERVATORY COUNCIL

Chairman, KING*Vice-Chairman*, MORRISON*Secretary*, MRS. WOODFORD*Appointments*:—Morrison, Andrews, Carter, Sweet, Miss Wattles.*Budget*:—Morrison, Heacox.

THE FACULTY: OFFICERS AND COMMITTEES

GENERAL FACULTY

President and Chairman, KING*Vice-Chairman*, ROOT*Clerk*, G. M. JONES*Art Exhibition*:—Martin, Cole, Fairchild, Grover, Lord, Miss Oakes, St. John.*Athletics*:—Leonard, Miller, St. John, Savage. [See also Regulation of Athletic Sports.]*Care of Buildings*:—See Committee of Prudential Committee.*Catalogue*:—G. M. Jones, Fiske, Peck, St. John, Miss Wattles.*Chapel Seating*:—Miller, Mrs. Fargo, Miss Fitch, Fullerton, Peck, Miss Wolcott, Mrs. Woodford.*Commencement and Other Public Occasions*:

1. *General Arrangements*—St. John, Bosworth, Cowdery, Miss Fitch, Grover, Hall, G. M. Jones, King, Leonard, Martin, Morrison, Peck, Root, Savage, Williams.
2. *Program and Invitations for the Seventy-Fifth Anniversary*—King, Bosworth, Morrison, Peck, St. John.
3. *Entertainment of Guests*—Morrison, E. F. Adams, Mrs. Fargo, Jewett, Percival, Swing, (L. D. Harkness, Sec'y).
4. *Processions and Seating*—Savage, Cole, Hastings, Jelliffe.

5. *Alumni Dinner*—Cowdery, Branson, Cairns, Caskey, Harroun, Jameson, McCullough, Mosher.

6. *Decoration*—Grover, Miss Abbott, Barry, Kimball, Mallory, Moore, Morrow, Miss Oakes, Sherman, Miss Thompson.

7. *Distribution of Tickets*—Leonard, Hall, Thurston.

Discipline:—Miller, Anderegg, Caskey, King, Morrison, Peck, St. John, Wager.

General Art Interests:—Grover, Barry, Dickinson, Kimball, Martin, Miss Oakes.

Gymnasium:—*Men*, Leonard, Miller, St. John, Savage. *Women*, Miss Hanna, Miss Abbott, Miss Hosford, Miss Monroe, Miss Wattles.

Honorary Degrees:—King, Bosworth, Jewett, Hall, Root, St. John, Wager.

Lectures and Entertainments:—Martin, Hall, MacLennan, Morrison, Mosher, Swing, Wightman.

Library:—Root, Bosworth, Dickinson, Grover, Hall, Martin, St. John, Shaw, Wager, Wightman, Wolfe.

Monthly Lectures:—King, Bosworth, St. John.

Musical Interests:—G. M. Jones, Hutchins, Morrison, Peck, Upton.

Newspaper Correspondence:—Durand, Fiske, Grover, G. M. Jones.

Nominations:—King, Bosworth, Jewett, St. John.

Outside Representation:—G. M. Jones, Cole, Hutchins, Wager.

Petitions and Requests from Students:—Jewett, Miss Fitch, L. Jones, Miller, Morrison.

Printing and Clerk Hire:—G. M. Jones, Caskey, Miller, Peck, Miss Wolcott.

Regulation of Athletic Sports:—Faculty, St. John, Miller, Savage; *Alumni*, A. G. Comings, '77; G. C. Jameson, '90; J. G. Olmstead, '06; *Students*, J. L. Breckenridge, '08; R. H. Houser, '09; G. C. Gray, '10.

Religious Work:—Bosworth, Andrews, Cole, Cowdery, Davis, Heacox, Miss Fitch, Miss Hosford, Hutchins, Shaw, Sweet.

Requests for Work with Private Teachers:—Peck, Miss Fitch, Mrs. Fargo, Miller, Mrs. Woodford.

Secondary Schools:—Miller, G. M. Jones, MacLennan, Peck, St. John.

Situations for Graduates:—Miller, Bohn, Miss Fitch, G. M. Jones, Williams, Miss Wolcott; Bohn, Sec'y.

Social Occasions:—Grover, Durand, Mrs. Fargo, Miss Fitch, Hoerger, Jameson, Miss Monroe, Shaw, Upton, Wightman.

Student Conferences:—King, Bosworth, Miller, Morrison, St. John, Wager.

Student Publications and Exercises:—Jewett, Caskey, Wager.

Supervision of Appeals to Alumni:—Williams, Bosworth, Dr. G. C. Jameson, G. M. Jones, King, Morrison, Root, St. John.

COLLEGE FACULTY

President and Chairman, KING

Dean and Vice-Chairman, ST. JOHN

Clerk, G. M. JONES

Dean of College Men, MILLER

Dean of College Women, MISS FITCH

Assigning Officer, CASKEY

Advisory Officer, WAGER

Registrar, MISS WOLCOTT

Additional Work and Substitutions:—Cole, Anderegg, Cowdery, Miss Fitch, Jewett, Martin, Miller, Mosher, Miss Wolcott.

Admission:—G. M. Jones, Anderegg, Cole, Grover, Hall, Jewett, L. Jones, Martin, Miller, Mosher, St. John, Wager, Wightman, Miss Wolcott.

Class Prayer-Meeting Leaders:—Seniors, King; Juniors, Bosworth; Sophomores, Root; Freshmen, Miss Fitch, Hutchins.

Conference with Students Planning for Professional and Technical Study:—St. John, Branson, Fullerton, L. Jones, Leonard, Wolfe.

Course of Study:—Miller, MacLennan, St. John.

Division Committees:

A. *English, Bibliography, and Oratory:*—Chairman, Wager.

B. *Greek, Latin, and Archæology:*—Chairman, Martin.

C. *German and Romance Languages:*—Chairman, Wightman.

D. *Science and Mathematics:*—Chairman, Grover.

E. *History and Social Science:*—Chairman, Wolfe.

- F. Philosophy, Psychology, Bible, and Education:*—Chairman, MacLennan.
- G. Physical Training, Anatomy, Physiology, and Hygiene:*—Chairman, Leonard.
- Failure in Scholarship:*—Miller, Cairns, Cole, Cowdery, Miss Fitch, Miss Wolcott.
- Free Tuition and Beneficiary Aid:*—Men, G. M. Jones, Anderegg, Jewett, Martin, Miller. Women, Miss Hosford, Miss Abbott, Mrs. Fargo, Miss Fitch, Miss Hanna, Miss Sinclair.
- Graduate Study and Degrees in Course:*—Anderegg, Cole, Hall, MacLennan, Wolfe.
- Intercollegiate Debate:*—Caskey, Hall, Root, Sherman, Wolfe.
- Nominations:*—St. John, Anderegg, Jewett, King, Wager.
- Re-Examinations:*—Cairns, Fairchild, Jameson, Mallory, Sherman, Miss Sinclair.
- Relation to Professional and Technical Schools:*—St. John, Branson, L. Jones, Leonard, Wolfe.
- Schedules:*—Caskey, Anderegg, MacLennan, Mosher, St. John.
- Summer Session:*—MacLennan, Anderegg, Cole, Hall, Miller, Wolfe.

THEOLOGICAL FACULTY

President and Chairman, KING
Dean and Vice-Chairman, BOSWORTH
Secretary and Registrar, FULLERTON

- Advertising, Newspaper Correspondence, and Printing:*—Bosworth, Fullerton, Miskovsky.
- Catalogue:*—Fiske, Fullerton.
- Commencement:*—Swing, Caskey, Fiske, Miskovsky.
- Council Hall:*—Hutchins, Bosworth, Fiske, Fullerton.
- Curriculum:*—Bosworth, Fullerton, Swing.
- Endowment:*—Bosworth, Fiske, King, Swing.
- Finance and Budget:*—Bosworth, King, Swing.
- Mission Work by Students:*—Fiske, Bosworth, Hutchins.
- Outside Representation and Lectures:*—Swing, Fullerton, Miskovsky.

Pulpit Supplies:—Hutchins, Fullerton, Bosworth.

Scholarships and Loans:—Fullerton, Fiske, Swing.

Slavic Department:—Miskovsky, Bosworth, Fullerton, Swing.

Student Employment Fund:—Hutchins, Bosworth, Fiske.

CONSERVATORY FACULTY

President and Chairman, KING

Director and Vice-Chairman, MORRISON

Secretary, LEHMANN

Dean of Conservatory Women, MRS. WOODFORD

Artists' Recitals:—Morrison, Adams, Breckenridge.

Graduation:—Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.

ACADEMY FACULTY

President and Chairman, KING

Principal and Vice-Chairman, PECK

Associate Principal, E. F. Adams

Secretary, MISS HOSFORD

Dean of Academy Women, MRS. FARGO

Appointments and Budget:—Peck, E. F. Adams, Mrs. Fargo, Miss Hosford, Moore, Shaw, Miss Smithe, Miss Thompson.

PRUDENTIAL COMMITTEE: OFFICERS AND COMMITTEES

Chairman, KING

Secretary, G. M. JONES

Advertising:—G. M. Jones, Severance.

Arboretum:—Grover, Williams.

Boarding Halls:—Root, Johnson, St. John,

Budget:—Root, St. John, Swing.

Buildings and Grounds:—C. P. Doolittle, King, Morrison.

Janitors:—Botanical Lab., Severance Lab., Geological Lab., French, Peters, Society, Spear, Sturges, C. P. Doolittle; Men's Gymnasium, Leonard; Warner, Morrison; Women's Gymnasium, Miss Hanna; Council, Bosworth.

Rented Buildings:—C. P. Doolittle, Morrison, Severance.

Superintendent of Buildings and Grounds:—C. P. Doolittle.

Use of Peters Hall:—St. John.

Use of Sturges Hall:—Miss Fitch.

Use of Warner Gymnasium:—Leonard.

Use of Women's Gymnasium:—Miss Hanna.

Use of Other Buildings:—C. P. Doolittle.

THE WOMEN'S BOARD OF MANAGERS

Dean of College Women:—Miss Florence M. Fitch.

Dean of Conservatory Women:—Mrs. Harmonia W. Woodford.

Dean of Academy Women:—Mrs. Edith C. Fargo.

Term Expires 1908:—Mrs. Kate W. Morrison, Mrs. Alice M. Swing.

Term Expires 1909:—Miss Frances J. Hosford, Miss Delphine Hanna.

Term Expires 1910:—Miss Arletta M. Abbott, Mrs. Bertha M. Miller.

Honorary:—Mrs. M. J. P. Hatch.

ADVISORY COMMITTEES

SEMINARY

Frank S. Fitch,¹ '70, 45 Lexington Ave., Buffalo, N. Y., Chairman.
Edward T. Harper,² '81, 730 West Adams St., Chicago, Ill.
Casper W. Hiatt,³ t. '85, 820 Logan Ave., Cleveland, O.

ACADEMY

Merritt Starr,¹ '75, 916 Monadnock Block, Chicago, Ill., Chairman.
Oscar S. Kriebel,² '89, Perkiomen Seminary, Pennsburg, Pa.
Rovillus R. Rogers,³ '76, 627 East 6th St., Jamestown, N. Y.

CONSERVATORY

Lucien C. Warner,¹ '65, 634 Broadway, New York, N. Y., Chairman.
Mrs. Helen Tupper Kinder² (Mrs. W. H.), c. '85, 824 Washington Ave., Findlay, O.
George B. Siddall,³ '91, 1015 Garfield Building, Cleveland, O.

DRAWING AND PAINTING

Irving W. Metcalf,¹ '78, Oberlin, O., Chairman.
Arthur S. Kimball,² Oberlin, O.
Alfred V. Churchill,³ h. '98, Smith College, Northampton, Mass.

LIBRARY

Charles S. Mills,¹ h. '01, 5139 Westminster Place, St. Louis, Mo.,
Chairman.
Mrs. Salome Cutler Fairchild² (Mrs. E. M.), 29 S. Pine Ave., Albany,
N. Y.
Charles P. Treat,³ '70, 80 Broadway, New York, N. Y.

ANCIENT LANGUAGES

Dan F. Bradley,¹ '82, 2905 Fourteenth St., S. W., Cleveland, O., Chair-
man.
James B. Smiley,² '89, 3211 Fourteenth St., S. W., Cleveland, O.
A. B. Bragdon,³ Monroe, Mich.

MODERN LANGUAGES

Sydney D. Strong,¹ '81, 711 Loomis St., Chicago, Ill.
William I. Thomas,² University of Chicago, Chicago, Ill.
Henry T. West,³ '91, Kenyon College, Gambier, O.

¹ Term expires January 1, 1911.

² Term expires January 1, 1909

³ Term expires January 1, 1910.

PHILOSOPHY

Henry M. Tenney,¹ Oberlin, O., Chairman.

Pitt G. Knowlton,² '90, Fargo College, Fargo, N. D.

Raymond H. Stetson,³ '93, Beloit College, Beloit, Wis.

HISTORY

James O. Troup,¹ '70, Bowling Green, O., Chairman.

John R. Commons,² '88, 224 N. Murray St., Madison, Wis.

George B. Hazelton,³ '79, Hayward Building, San Francisco, Cal.

MATHEMATICS

Charles M. Hall,¹ '85, 136 Buffalo Ave., Niagara Falls, N. Y., Chairman.

Walter N. Crafts,² '92, Oberlin, O.

Albert M. Johnson,³ 2735 Michigan Ave., Chicago, Ill.

THE BIOLOGICAL SCIENCES

Dudley P. Allen,¹ '75, 260 Euclid Ave., Cleveland, O., Chairman.

Charles J. Chamberlain,² '88, University of Chicago, Chicago, Ill.

Charles A. Kofoed,³ '90, University of California, Berkeley, Cal.

THE PHYSICAL SCIENCES

H. Clark Ford,¹ 917-921 Williamson Building, Cleveland, O., Chairman.

Homer H. Johnson,² '85, 1009 American Trust Building, Cleveland, O.

Robert A. Millikan,³ '91, University of Chicago, Chicago, Ill.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR MEN

William C. Cochran,¹ '69, 313 Johnston Building, Cincinnati, O., Chairman.

Thomas D. Wood,² '88, 500 W. 121st St., New York, N. Y.

James B. Dill,³ 27-29 Pine St., New York, N. Y.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

Charles F. Cox,¹ '69, Grand Central Station, New York, N. Y., Chairman.

Miss Harriet L. Keeler,² '70, 1953 E. 59th St., Cleveland, O.

Mrs. Agnes Warner Mastick³ (Mrs. S. C.), '92, Pleasantville, N. Y.

ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Hon. Theodore E. Burton,¹ '72, 709 Society for Savings Building, Cleveland, O., Chairman.

Thomas N. Carver,² h. '05, 16 Kirkland Road, Cambridge, Mass.

E. Dana Durand,³ '93, 3325 Holmead Place, Washington, D. C.

¹ Term expires January 1, 1911.

² Term expires January 1, 1909

³ Term expires January 1, 1910.

Report of the President

Annual Report for 1906-07

Presented by the President to the Trustees at the Annual Meeting, November 15, 1907

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE :

GENTLEMEN—As President of the College I have the honor to submit the following report, for the academic year 1906-07.

I. TRUSTEES

Election of Members

At the last annual meeting of the Board Mr. Frederick N. Finney, Mr. E. J. Goodrich, and Mr. Louis H. Severance were elected to succeed themselves for the term ending January 1, 1913, Dr. Lucien C. Warner being elected by the alumni as their representative for this term. Dr. Dan F. Bradley was elected to fill out the unexpired term of Dr. Judson Smith, to January 1, 1909.

The terms of office of Mr. William C. Cochran, Dr. Frank S. Fitch, Mr. Irving W. Metcalf, and Mr. Merritt Starr expire January 1, 1908. A successor to Mr. Merritt Starr as Alumni Trustee for this term has already been elected by vote of the alumni, and will be reported for the first time, according to custom, at this meeting of the Board. There should be noted here again the service which the Alumni Magazine is rendering in its articles, in the October number, on the candidates for Alumni Trustee. The alumni certainly ought to be able to vote more intelligently in the light of these

careful articles. The successors of Mr. Cochran, Dr. Fitch, and Mr. Metcalf should be elected by the Trustees at the coming meeting.

The Work of the Trustees

The President wishes to call attention again to the valuable contribution made by the Trustees every year in the administration of the affairs of the College, to the authoritative and representative way in which their counsel aids in the shaping of administrative policy, and to the genuine interest always manifested in the pressing needs of the institution. The various trustee committees call for considerable time and thought from the Trustees; and the College is particularly indebted to all those Trustees who serve so unstintedly through the year in guarding the interests of the College in their work as members of the Investment Committee.

Important Official Actions

Especially for the benefit of the alumni and friends of the College, there is here brought together a brief summary of the more important actions of the Trustees during the year covered by this report. Aside from the election of the members of the Board, already given, and the appointments, a full list of which will be found in a later section of the report, under the heading *Faculty*, these actions may be summarized as follows:

At the Annual Meeting, December 5, 1906

1. A forward step of considerable significance in the development of the College was taken at this meeting in *the creation of the office of Dean of the College of Arts and Sciences, and in the appointment of Dr. Charles Edward St. John to this position.* For the first time in the history of the

College this department has a distinctive head. Hitherto the President has carried the responsibilities of the headship of the College Department as a part of his presidential duties. Oberlin College simply follows a rather common college custom in creating now this deanship, and there were important reasons why the step should have been taken at this time.

As the central department of the entire institution, it is natural that the College Department should have its distinctive head, and the share that this department has been carrying in the budget of annual expenses particularly entitles it to this distinction. The results obtained in the other departments, through a separate deanship, also indicate the desirability of the creation of this office for the College, and its creation is the natural last step in completing the full organization of the College as it has been going forward for five or six years past. The College Department is thus given its own head, corresponding to the Dean of the Theological Seminary, the Director of the Conservatory of Music, and the Principal of the Academy. The office is thus primarily one of organization, direction, and general administration, and does not immediately concern the conduct, welfare, and discipline of individual students. The appointment, therefore, does not at all affect the office of Professor Miller, Dean of College Men, any more than it affects the work of Dr. Fitch, Dean of College Women. There seemed to be real need of some relief for the President, and the creation of this office was apparently the only further step of the kind that could be taken to give this additional relief. At the same time, this is, of course; not the primary reason for the development of the organization. The very rapid growth in the last few years of the College Department—almost exactly seventy-five per cent in six years—itself indicates the desirability not only

of a separate head for this department, but the imperative demand that there should be someone who could give chief attention to its problems and to the lines of its best development. The annual report for the last year indicated some of the plans that the President and Dean had in mind for the further development of the College Department, and we have a right to expect that still larger growth is just ahead. The office should help especially in keeping the college spirit, as contrasted with the university spirit, through careful study and the development of methods which will insure the closer personal touch between the officers and teachers on the one hand and the students on the other. The Dean has his own office in Peters Hall and keeps regular office hours for the benefit of those in any way concerned in the interests of the College Department.

Dr. St. John has been at different times both student and instructor in Michigan Normal College, Michigan Agricultural College, and University of Michigan. He holds the degrees of Master of Arts and Doctor of Philosophy from Harvard University, and has done graduate work as well at the University of Berlin. He brings, therefore, to this work an unusual breadth of experience along the lines of the very problems of his office. He is amply fitted to deal with questions of teaching, of the development of the department, of administrative detail, and of relations to technical and professional schools. He has given, besides, much study to the problem of college athletics, and has exerted a strong influence for the best ideals in this field throughout the state of Ohio. He believes in the permanent work and value of the American college for the national life, and he believes not less heartily in the special work and the promising future of Oberlin College.

The satisfaction with which the President saw the appointment of Dr. St. John to the Deanship has been amply confirmed by the experience of the period since the appointment. This step in organization promises even greater gains than were anticipated.

It should be noted that the separation of the duties of Dean of the College of Arts and Sciences from those of the President naturally transfers to the annual report of the Dean considerable sections formerly appearing in the President's own report. The sections, for example, on faculty reports, instruction units, and graduate scholarships are thus transferred. For a similar reason, certain important sections of the Secretary's report now appear in the Dean's report instead. This arrangement of material in the annual reports insures a more unified and distinct survey of the work of the College Department.

2. The following vote was passed with reference to the age limit for the retirement of teachers :

That, for teachers eligible for the retiring allowances of the Carnegie Foundation for the Advancement of Teaching, retirement at sixty-five may be asked for by either the teacher or the College; and retirement at sixty-eight shall take place as a matter of course without further action by the Trustees.

Three of our professors, Dr. A. A. F. Johnston, Dr. G. Frederick Wright, and Dr. Albert H. Currier, have, by vote of the Trustees, been given the rank of Professor Emeritus in their respective departments, and recommended to the Carnegie Foundation for the retiring allowance; and by vote of the Executive Committee of the Foundation, placed upon their roll of honor. It is worthy of note that Oberlin had no changes that it was obliged to make, either in its organization,

or in its practice, in order to adjust itself to the requirements of the Carnegie Foundation. It is also worthy of remark that the two theological professors retiring are, if the President understands President Pritchett of the Carnegie Foundation aright, the first professors of a theological department to be put upon their list. This action of the Foundation brings a well earned relief and freer opportunity to professors who have given long years of most conscientious and valuable service to the College. We all hope these years may be years in which the results of their long study and teaching and experience may be harvested only the more effectually for themselves and for others.

The College is gratified, also, in the action of the Carnegie Foundation in putting upon its roll Mrs. Albert A. Wright, in consideration of the long and noteworthy service of Professor Wright in the departments of Zoology and Geology.

These cases all illustrate the great value to the College of its inclusion in the list of institutions benefited by the Carnegie Foundation fund.

3. An important step for the Academy was taken in the appointment of Mr. Earl Foote Adams as Associate Principal of the Academy, and Associate Professor of Physics, to begin September 1, 1907. This appointment will be a distinct relief to Principal Peck, and an addition of real and permanent value to the administration of that part of the College.

4. In accordance with recommendations from the General Council, the department of Romance Languages was enlarged, being put upon the basis of one professor, one associate professor, and one instructor. This enlargement

was made necessary by the unusual number of students electing French and other Romance Languages.

5. The enlargement of the departments of English and of Economics and Political Science, by the appointment of an associate professor of English, and an associate professor or instructor of Political Science and Economics, was also authorized; but it finally seemed best, on account of lack of available candidates of the highest rank, to defer these appointments until the college year 1907-08.

At the Semi-Annual Meeting, June 17, 1907

Besides passing upon the entire list of appointments for the year, receiving reports from various standing committees and approving the faculty recommendations as to degrees and diplomas, the Trustees, at the semi-annual meeting in June, took action also upon the following important points:

1. It was voted that the date of the annual meeting be changed to the second Friday preceding Thanksgiving Day of each year. This action was taken to secure a more convenient date than the one selected last year, that would still avoid conflict with the annual meeting of the Carnegie Foundation, since the President is one of the trustees of the Foundation.

2. In line with the general policy for other departments, it was voted to adopt the policy of budget appropriations for the Teachers Course in Physical Training, in place of the former arrangement by which the term bills of seniors in that course were assigned to the course. The attempt is to secure a consistent business policy in relation to all departments of the college work.

3. It was voted to amend Clause 5, Section V, of Article I, of the By-Laws, by striking out all of said clause to and including the words "and in such case," and inserting the words:

"In case any alumni trustee should die or resign before the regular notices for the preliminary ballot have been mailed, the notices should state the fact of such death or resignation and call for nominations of an Alumni Trustee to serve for the unexpired term. Should such vacancy occur after the regular notices have been mailed and before August 1, new notices shall be mailed calling for such nominations. Should such vacancy occur after August 1, nominations to fill such vacancy shall be called for in the notices sent out the following year."

It was hoped to secure by this change more careful nominations for filling vacancies caused by resignations or death.

4. It was voted to continue the work now going on upon the catalogue of former students. The work involved in the issue of this catalogue has gone rapidly forward, and it is expected that the catalogue will be ready for distribution at Commencement, June, 1908.

The *budget* for the college year following is always adopted at the semi-annual meeting in June, and there is presented, therefore, at this point an outline of the budget for the college year 1907-08.

BUDGET FOR 1907-08

Income

University	\$ 30,935.00
College	82,918.00
Theological Seminary	15,476.00
Slavic Department	3,825.00
Academy	16,750.00
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Total.....	\$149,904.00

Expenses

University	\$ 36,133.00
College	76,271.00
Theological Seminary.....	15,072.00
Slavic Department.....	3,825.00
Academy	18,575.00
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Total.....	\$149,876.00

Surplus

College	\$ 6,647.00
Seminary	404.00
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Total.....	\$ 7,051.00

Deficit

University	\$ 5,198.00
Academy	1,825.00
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Total.....	\$ 7,023.00
Net Surplus	28.00

The Conservatory of Music

Income	\$ 67,850.00
Expenses	67,050.00
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Conservatory Surplus.....	\$ 800.00

The following special Seventy-fifth Anniversary expenses are not included in the above Budget:

Additional for Alumni Dinner.....	\$ 600.00
Extra expense, printing, etc.....	1,000.00
Catalogue of former students.....	2,000.00
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Total.....	\$ 3,600.00

Important Prudential Committee Actions

As the *Prudential Committee* is empowered by the Trustees to act for them *in interim*, it is appropriate that a brief summary of the more important actions of that Committee, not elsewhere covered in this report, should find record here, since these actions become trustee actions upon their approval by the Trustees.

On December 13, and January 11, the Committee authorized the decoration and furnishing of Room 41, Peters Hall, as an office for the Dean of the College, and the fitting up of further rooms in the basement of Peters Hall for physical laboratory purposes, and providing at the same time for some enlargement of the psychological laboratory, also in Peters Hall. The basement rooms are proving very satisfactory for the physical laboratory and the more pressing needs of the psychological laboratory were met by rooms in the upper stories of Peters Hall. The Dean's office affords not only the necessary center for his administrative work, but also serves a valuable purpose during part of the day in furnishing a study room for members of the Faculty between lecture periods.

On January 31, the report upon the new bids for the Carnegie Library showed that all bids were considerably above the \$125,000 available for the building. This outcome seemed to be plainly due to the marked rise in prices for material and labor, and finally led to a request to Mr. Carnegie to increase his offer of \$125,000 by \$25,000. On March 22, the President was able to report that Mr. Carnegie had agreed to give the additional sum of \$25,000 for the building, conditioned upon the College raising \$20,000 more for library endowment. It was voted at the same meeting to accept this offer of Mr. Carnegie's with hearty thanks, and to

approve the bid of George Feick and Company, of Sandusky, for the general contract for the building.

On February 14 and 21, the Committee authorized the expenditure necessary to meet the share of the College in the paving of West Lorain Street and North Professor Street, asking that, where the streets pass college buildings, the pavement should be of asphalt block, instead of brick, and that on Professor Street, between West College and West Lorain, the roadway be made not over 21 feet. The Town Council have acceded to both these requests, and the paving of these streets is going forward at the present time.

On March 13, it was voted to authorize the preparation of preliminary plans by Mr. J. L. Silsbee for an Administration Building.

On April 19, it was voted, on recommendation from the General Faculty, that, on the occasion of the Triennial Congregational Council, to be held in Cleveland, Ohio, October 8-17, 1907, an invitation be extended by Oberlin College, through the Congregational Club of Cleveland and Vicinity, to the members of the Club and to the delegates to the Council, to be the guests of the College the afternoon and evening of Saturday, October 12.

This plan was successfully carried out. Arrangements were made by the Congregational Club for a special train leaving Cleveland at two o'clock. Through the Club, special invitations were sent to Council delegates and wives, members of the Congregational Club and wives, and officers of the affiliated national societies; and in addition, the privileges of the train and of the visit at Oberlin were opened as far as possible to other attendants at the Council, who wished to make the journey to Oberlin. Over eight hundred guests visited Oberlin in response to this invitation. A

special musical service, of an entirely devotional character, was given by the vested choir of the Second Church, under the direction of Professor Arthur S. Kimball, and with Professor George W. Andrews at the organ. An inspection of the buildings, under the direction of the Faculty, was planned to follow this musical service, and a printed itinerary had been placed in the hands of all visitors on the train. This itinerary gave also the important facts concerning all the college buildings. The lateness of the train, and the unpropitious weather made it necessary to omit most of the inspection of the buildings. Supper was served to the invited guests at Warner Gymnasium, and special addresses were given after supper by President Cyrus Northrop, of the University of Minnesota, Dr. Charles E. Jefferson, of Broadway Tabernacle, New York, and Dr. Francis J. Van Horn, of Plymouth Church, Seattle, Washington. The large response to the invitation of the Club and of the College was certainly an honor to the College, and the College counted it a privilege to entertain so distinguished and widely representative a company. The occasion can hardly fail to have been of value to the College.

On April 25, the Committee on Boarding Halls presented a report, based upon the experience of the College in the operation of Baldwin, Talcott, and Lord cottages, indicating that the McDaniels house, recently purchased by the College, can be managed as a college dormitory in such a way as to give the following results: first, that it will meet all expense; second, that it will pay \$720 rental per year; third, that it will pay 6 per cent interest on the sum of \$2,000 which will need to be advanced for additional furniture; fourth, that it will pay off in seven years the \$2,000 advanced. In view of this showing, the Prudential Committee voted to

authorize the use of the McDaniels house as a dormitory for women for a trial period of one year, under the supervision of the Committee on Boarding Halls. It was later (June 1) decided that this house should be called Dascomb Cottage, in recognition of the many services of Mrs. Marianne P. Dascomb as Principal of the Women's Department; and Mrs. Mary Davidson was appointed as Matron of the Cottage. The plans of the Committee for this Cottage have since been fully carried out; the students have enthusiastically welcomed the addition of this new dormitory, and there is promise of a successful year in its administration. This is a short step toward meeting the very pressing need of much larger dormitory accommodations for young women, under direct college auspices.

April 30, a special meeting of the Prudential Committee was held in consultation with the Trustees resident in Cleveland and vicinity, at Union Club at Cleveland, Ohio. The special purpose of the conference was the consideration of the situation in reference to the college chapel. At this conference, it was unanimously agreed that the construction of the college chapel should go forward at once, in essential accordance with those plans of Mr. Gilbert that contemplated an expenditure of about \$118,000. The plans do not change the proportions of the building as originally drawn by Mr. Gilbert; they make the building practically fire-proof, and allow the carrying out of a satisfactory design within and without. On May 18, the Committee voted to award the contract for the Chapel to George Feick and Company, of Sandusky, the contractors for the Library Building. The contracts call for the completion of the Chapel, as well as of the Library, before Commencement, June, 1908.

May 18, the Committee adopted the recommendations of the Faculty that the revised courses be printed in a special bulletin to be issued during the summer, the bulletin to contain a schedule of recitation hours of courses; and that this bulletin with schedule be sent to all freshmen, sophomores, and juniors, the cost being estimated at \$100. This special bulletin was authorized because of the unusual number of changes and additions in the Faculty, and hence in the courses offered.

July 29, it was voted to authorize the expense of \$1,000 for repairs on the chapel of Council Hall, to be expended under the direction of Dean Bosworth and the Superintendent of Buildings and Grounds. This appropriation has made possible the much needed renovation of Council Hall chapel, and its refurnishing in a suitable manner, so that the Seminary now has a pleasant and serviceable room for its public exercises.

October 3, the Committee authorized the expense necessary to put Ladies' Grove and the Arboretum into better condition.

Upon the recommendation of the General Faculty, the employment of a night watchman to patrol the campus, college buildings, and outlying grounds, was also authorized.

At various meetings the Prudential Committee have also authorized certain special appointments not passed upon by the Trustees, and special contracts for particular parts of the work on the library and chapel buildings. The full list of appointments made by the Prudential Committee will be found in connection with those made by the Trustees, in a later section of the report.

II. DONORS

The Shansi Chair of Practical Theology

The largest single gift of this year is the gift of \$40,000 given by the late Mr. D. Willis James of New York City, for the endowment of the Shansi Chair of Practical Theology. Mr. James will be remembered as the chief donor of the Memorial Arch, that justifies itself more and more every year in its contribution to the ideal side of the College life, and also as the giver of \$10,000 toward the library endowment included in the recent half million fund. These gifts to Oberlin College are simply indications of a very large number of similar widely scattered gifts. He preferred that his part in great works of benevolence should not be made conspicuous, but his gifts were made with great thoughtfulness and discrimination, as well as with great generosity.

With reference to Mr. James' gift it may be said that it looked to the division of the Chair of Homiletics and Practical Theology into two Chairs, one to be confined to the very careful preparation of the men for the most effective use of the sermon and service. The conception of the work of the other Chair, Professor Bosworth has put very clearly and suggestively in the following paragraphs:

"The professor in Practical Theology will have to strike out on new lines. He must be a man of some originality, of large vision, fertile in expedients, and above all things of sound judgment. His work will be to train up students who can go into the community, take account of all its religious, social, educational conditions and resources, and see how the church can relate itself to them. This is to some extent a sociological study, and in this department of the Seminary belongs some sociological work. Some of the problems which the student ought to be prepared to meet are these: How shall the pastor proceed to select, develop and enlist the natural leaders among the young people, women and business men? How shall he enlist his people in

mission study, in foreign missions, home missions, foreign populations in the United States? How shall he enlist them in Bible study? He needs to be prepared in the Seminary to give courses in Bible study and simple courses in pedagogy, so that he may know how to take up the whole problem of improved Sunday School teaching, and raise up a company of Sunday School teachers who will be reasonably well prepared for their work. He should know how to inspire his people and train them for personal evangelism. The life of boys, and the organization of clubs for boys which have been so successfully developed by the leaders of the Young Men's Christian Association, should receive careful attention in this department. He should know how to finance a church, how to prepare and carry through a budget for the year's expenses, how to conduct a debt-raising campaign, how to conduct a building campaign, how to deal with contractors and the legal side of church property holding. I do not mean that he must do all these things himself, any more than a college president must do all the teaching himself, but he must know how to find men to do them, and know when they are well done.

"The outside work of the students should be personally supervised by the professor in this department. He should visit every student's school house or church with him, make the student study his field scientifically, and see what results ought to be accomplished in it, and how they may be accomplished.

"The church in our day, like all other institutions, is being called upon to prove its right to be by showing the contribution it can make to the life of the community. Other philanthropic and religious institutions are springing up under the leadership of alert, able, consecrated men, who are bringing trained minds and scientific methods to bear upon the problems of advancing civilization. The Church of Jesus Christ must relate itself in some vital way to all these movements. Its leaders must bring to bear upon the problems of advancing civilization alertness of mind, scientific methods, and a self-sacrificing consecration that cannot be surpassed elsewhere. The theological seminaries must turn out men trained for leadership, ready for new conditions."

The President believes that the establishment of this Chair will mean much not only for the work at Oberlin, but will point the way for a considerable increase of just this kind of work in other theological seminaries. There was great need

that something more should be done for the Seminary, and this is the largest advance that has been made in its work for many years. Coupled with the Haskell Lectureship secured by President Barrows, it will do very much to increase the attractiveness and value of the Seminary work.

Mr. James' response to the presentation of the plan to him was most cordial, and expressed great sympathy with the ends sought in the establishment of the new chair. The College may well be grateful for such thoughtful and considerate donors as those to whose number Mr. James has shown himself to belong.

Addition to Library Building Fund

The second largest gift coming to the College during the year just passed was Mr. Carnegie's pledge of an additional \$25,000 for the new library building. This additional sum from Mr. Carnegie was sought because, on account of the great increase in prices both for material and labor, it was found practically impossible to secure for \$125,000 such a building as seemed imperative if we were to meet the real needs of our present situation. Bids were twice submitted, and all possible economy sought, and the results were communicated to Mr. Carnegie, who, in view of the facts, very generously agreed to add the \$25,000 for the building, on condition that \$20,000 be added to the library endowment. As noted elsewhere, this condition was accepted by the Prudential Committee; and that means, of course, that the \$20,000 must be raised the present year, and before the final \$25,000 of the \$150,000 for the library building can be claimed from Mr. Carnegie. The College is very grateful to Mr. Carnegie for this large gift of \$150,000 for its library building. This building, with its accompanying endowment, will mean a new epoch for the library and for the College.

A Gift for the Men's Building

Another gift of great significance to the College may be noted here although strictly included in the financial report of the next year. The giver of the first \$100,000 toward the recent "Half Million Fund," the anonymous Boston donor, has signified his intention of giving \$25,000 toward the projected Men's Building for Oberlin, one of the College's greatest present needs.

Carnegie Foundation Allowances

Mention should also be made in this list of gifts of the considerable contribution that may be regarded as now regularly made to the funds of the College through the retiring allowances granted by the Carnegie Foundation for the Advancement of Teaching.

Gifts Reported by the Treasurer

The entire list of money gifts received during the year appears in the Treasurer's report, and the President wishes here gratefully to acknowledge for the College all these contributions to its needs. The *gifts for current use* amount, as will be seen, altogether to \$24,217.30. Among these gifts it is fitting that special mention should be made of Dr. L. C. Warner's gift of \$1,000 for shop work equipment, and of the gift from Mr. L. H. Severance of \$5,000 for the Art Gallery for Oberlin College, both in fulfilment of earlier pledges. The College feels with greater insistence every year the need of shop facilities. The new library building makes it possible for us to bring the Olney Art Collection, for which the College has waited so long, to Oberlin, and give it reasonably adequate accommodations for a short time. But the Art Gallery is still in the forefront of our immediate needs, and each additional gift for that building is greatly appreciated.

In this list of gifts for current use attention may also be called to the thirty-two friends who have helped to make up the employment fund for students in the Seminary. It should be remembered that the College is giving practically no direct aid at present to theological students, but does try to give its Seminary students opportunity to earn \$100 a year in work that will be useful in fitting them for their calling. The Seminary is to be congratulated upon its ability to handle this vexed question in a way so self-respecting both to the College and to the men concerned; and the friends who contribute to this fund may be assured that their money is counting in a most effective fashion.

The list of *gifts to capital to form new funds or increase old ones*, contains considerable sums, parts or balances or bequests to the College. These gifts include \$4,140 from the estate of Caroline Haskell, \$3,999 from the estate of Jabez L. Burrell, \$5,000 from the estate of Miss Anne Walworth, and \$3,562.50, a part of the bequest of Mr. Edward D. Kimball, of Watertown, Massachusetts. These are all notable and most welcome additions to the resources of the College. Grateful mention should also be made of the gift of \$1,000 from Mrs. Ella M. Wilder Metcalf, to increase an already existing Wilder scholarship, and of \$1,000 from Mrs. A. F. Jenison, of Spokane, Washington, for College endowment. The gifts listed for additional endowment of the Library are in fulfilment of the pledges all individually recognized in last year's report, and here once more most gratefully acknowledged.

The Alumni will be interested to know that from the members of the Living Endowment Union there was received for current expenses the sum of \$2,660.30, and from Alumni,

as part payment on the subscriptions of class reunion funds, the sum of \$1,639.66.

The total amount of these gifts to capital account, as given by the Treasurer, is \$118,047.25, but the income from considerable portions of the sum, it should be noted, is not immediately available.

Other Gifts

The Librarian's report contains a detailed account of a large number of special and interesting gifts from a long list of friends of the College, the number of additions by gift again exceeding the number by purchase. The President joins with the Librarian in expressing his warm gratitude to these numerous donors for their contributions to the Library. It is hard to select, out of the many gifts of value, any for special mention, but attention may be called to the generosity of the anonymous friend who this year gives 250 volumes of practically new works, immediately useful. The Librarian notes this gift as one of especial value. Mr. J. M. Spencer of Munich gave the Library two large boxes of books in addition to his gift to the botanical laboratory of a very costly microscope. The volumes were of unusual value and of special scientific interest to the botanical department. This donor has intimated that he intends to make additional gifts of books of like value to the College in the near future. A complete list of other valuable contributions to the Library, also greatly appreciated, may be found in the Librarian's report.

Dr. Branson has again contributed through his summer geology class a large collection of invertebrate fossils, collected in the region of Oberlin during the summer, and a collection of fossils of like value from near Lebanon, Ohio. Gifts of considerable variety and permanent value were made to the department of zoology by Professor Lynds Jones as the

result of his research work on the Pacific Coast and in Porto Rico. Notable additions to the zoological museum have come from Professor Metcalf, of which a detailed report will be made on the return of Professor Metcalf.

Acknowledgment should also be made here of the gift by the Class of 1897, of which Class the President is an honorary member, of an oil portrait of the President, given by the Class on Alumni Day, at the tenth anniversary of their graduation from the College. The artist is Mr. J. Harvey Young, of Boston.

The parting gift of the Class of 1907 was presented on the afternoon of June 18. The gift consisted of a handsome pair of electric lamps placed on the newel posts of the staircase in Peters Hall. This adds another to the many interesting gifts made to the College by the outgoing classes, and the President wishes here gratefully to acknowledge the gift of this class.

III. ADMINISTRATIVE OFFICERS

The important change in the administrative forces of the College, suggested in the President's last report, and involving the creation of the new office of Dean of the College of Arts and Sciences, has already been considered.

With the present year another important addition to the list of administrative officers is made in the appointment of Associate Professor Earl F. Adams as Associate Principal of the Academy, as also already noted.

Treasurer, Secretary, and Assistant to the President

The Report of the Treasurer

The Treasurer's report will certainly bear comparison with the best reports of similar officers in other colleges and universities. It is clear, explicit, and illuminating. It aims to

state the financial facts concerning the College not only accurately, but in a form that can be readily understood, and that is convenient for consultation, on the ground, so well urged by President Pritchett, of the Carnegie Foundation, that "there is the same reason for a college to exhibit in a business-like way its financial history as for any business concern, and every institution should do this as a matter of good faith." The Treasurer's classification of items is careful, expenses are given in all reasonable detail, and a full list of investments is made. The main divisions of the report are made still more clear in the statement this year, and an index to the report is given, making it even more easy of consultation. For laymen in the matter of accounting—and that includes the great majority of the readers of the annual reports—the present report of the Treasurer, in spite of the fact that there are no large changes in it, will be much more lucid. They will appreciate the pains taken by the Treasurer to bring out even more clearly than in previous years the salient financial facts of the year. The President hopes that the Treasurer's report may receive some real study from many alumni. It is also particularly worth noting that the Treasurer's books, his annual report, and the annual budget are made to correspond division by division.

Besides the clearer indication of the main divisions of the report, this year's report brings out more definitely than any preceding report three other matters. It shows just how the library endowment fund of 1906 stands; it brings together under one heading all receipts and expenditures for the Library; and it definitely lists, for the first time, the different class funds.

It will be seen from the report that on the special \$100,000 library endowment fund of 1906, \$92,864.07 have already been paid in; and it will be noticed that the total expenditures

for the Library for the present year, as given in the Treasurer's report, amount to \$10,762.40, which, taken with the \$2,258.16 already mentioned as set aside for extraordinary expenses, make the total expenditure for the Library over \$13,000, not an insignificant budget, but none too great for this important part of the College work. If to this sum were added the income from additional library endowment either not yet paid in, or not yet realized upon, the amount annually expended for the library of the Union Library Association, conducted in immediate connection with the College Library, and the income that will be available after the new building is completed from the mill tax of the town, the annual expenditure for library purposes in connection with the new building would considerably exceed the usual ten per cent of the cost of the building often suggested by Mr. Carnegie as a condition for his gifts for library buildings.

The report shows an increase of more than \$120,000 over the preceding report in the entire amount of funds cared for, this amount now making a total of over two and a quarter million of dollars. The increase in endowment for current expenses over last year is about \$90,000, these endowments now reaching a total of \$1,638,143.96. The summary of assets of the College, including the Olney Art Collection, and a revised and more accurate appraisement of buildings and equipment, considerably exceeds three million dollars. This is far the best financial showing that the College has ever been able to make.

The Treasurer and the Investment Committee have found the present year an unusually favorable one for the handling of the funds entrusted to their care, and it has been possible to divide the net income of the investments at the rate of 5%, among the different funds to which these investments belong.

This division of income has made it possible to wipe out entirely the old deficit of \$5,162.03; to charge off \$2,818.03 toward the total expense of \$4,773.16 for repairing and refitting the building now used as a geological laboratory; to pay the entire cost of the non-graduate catalogue to the date of the report, \$2,386.50; to pay up also the accumulated rent of the First Church for chapel purposes, \$2,079.95; and to set aside as a specially reserved library fund \$2,258.16. In addition to these payments, made possible by the 5% distribution, the Treasurer shows that \$14,627.23 have been added to the profit and loss account, bringing the full sum of this account up to \$47,378.61. There can be no question of the need of such a fund, or of the value of the policy of keeping such a fund, in order to allow reasonable insurance of the current expenses in a year when investments cannot be so favorable as in the year just past. At the same time, with these other gains, it is gratifying to see that advances to Talcott Hall, Baldwin Cottage, Lord Cottage, and Stewart Hall, have been repaid, to the amount of \$3,351.11.

Taken altogether, this is, without doubt, an unusually strong financial showing for the year; but this unusually favorable result should not blind the eyes of the friends of the College to the need of still greater gains in the same directions. The College ought not to have to carry, as included in its income-bearing properties, any advances made to dormitory buildings, or investments in any property used for college purposes, that do not insure good returns in income.

The Report of the Secretary

The Secretary of the College, because of his correspondence with prospective students, has naturally served also as Chairman of the Committee on Admission. With the appointment

of a Dean of the College of Arts and Sciences, the portion of the Secretary's report dealing with admission to college, appears now, naturally, in connection with the report of the Dean of the College. The Secretary will continue his very careful work on this subject, though its results will not find a place in his own report as Secretary.

No one of the administrative officers probably feels the total inadequacy of the present *administration building* more fully than the Secretary of the College; and it is not strange, therefore, that the Secretary continues his urgent plea for a suitable administration building, and that plea the President wishes again heartily to second. It can hardly be claimed by any one that the present building is adequate, or befitting the dignity of the College and its work. The central administration offices ought not longer to be so shabbily housed. The present building might be excused as a temporary expedient, adopted on account of the burning of the previous building, but cannot be excused for long continued use. The danger to well-nigh priceless documents, from fire, in the present building, is also great.

The Secretary notes, also, the practical completion of the card catalogue of the names of former students, estimating the total number of former students, including alumni, so recorded, as 35,000. This card catalogue does not, of course, give present addresses, but is only intended to bring together in one list, for consultation, names of all former students, and such facts concerning them as the college catalogues would furnish. The Secretary gives full details as to the progress of the work of preparing the address catalogue of all former non-graduate students. This work, under the supervision of the Secretary, is being prosecuted, in preparation for the Seventy-

fifth Anniversary, by Mr. L. D. Harkness, who has done such valuable work upon previous quinquennial catalogues. The Secretary, it will be seen, has completed the indexing of the Trustee records. These records are now available for reference purposes as they have never been before. The Secretary plans a similar index for Prudential Committee and Faculty records, and a systematic filing of many old documents of historical value now stored in the college vaults. It is possible that at least some of these documents might well be added to the manuscript collection in the library and there catalogued. These items may serve as illustrations of the way in which the work of this office is being steadily systematized, and its records made available.

The *publications* of the College, which are all issued under the oversight of the Secretary, have continued essentially as last year. Careful thought and good taste have been shown in the issue of these publications.

The *general statistics* show gains at practically every point. The complete list of officers and teachers has gone up this year, as compared with last year, from 124 to 129. This increase in the total number does not fairly indicate the real gain in higher instruction; for the number of professors has increased by five, and the number of associate professors by three. The number of degrees conferred was 177 as against 159 for the year 1905-06. The entire enrolment in the institution also shows an increase from 1771 to 1848. During this year the College of Arts and Sciences, for the first time, reached a total of over 800 students. The gain in this department, as noted last year, in the last few years has been phenomenal. It is interesting to see that, with the rapid increase in the number of students in the entire institution, the

proportion from outside the state of Ohio remains almost constantly just about one-half. Illinois has for many years led all the other states, except Ohio, in the number of students sent to the College. This year, Pennsylvania for the first time leads the list.

It is encouraging to notice that the Secretary's figures show that, as compared with 1905-06, the *relative number of men* in the entire institution shows a slight increase, and that in the College Department, in the last six years, there has been a gross increase of sixty per cent. in the total number of men enrolled. This is a most gratifying gain, and gives hope that this gain could not only be held, but much increased, if the College could push promptly forward to completion two projects long in contemplation:—the erection of a Men's Building, and the offering, in thorough fashion, of the shop work of at least the first two years of a technical course.

The means are not fully in hand for either project, but the goal is distinctly nearer. The recent offer of our anonymous Boston donor, already referred to, of \$25,000 toward the Men's Building is a great encouragement. A building which would really meet the need of the men for a center of all their various activities—social, religious, literary, athletic, etc.—would probably cost not less than \$100,000; for the building must be adequate or it will fail to accomplish its ends—of being genuinely democratic, thoroughly unifying, inevitably uplifting, a true men's center that should add interest, variety and spirit to the entire life of the men. The President does not hesitate to say that this building offers for a gift one of the best opportunities of the kind anywhere to be found in the educational world today; for the absence at Oberlin of men's college dormitories, and of fraternity houses, gives this building a rarely open field for wide and penetrating influence just

now. And the building would tend, undoubtedly, to attract and to hold men. The men are most enthusiastic for it. May the remainder of the money for it be soon forthcoming!

To make possible the other project—offering the shop work of the first two years of a technical course—the College, as the Dean of the College notes in his report, has received the offer to provide for a series of years the salary of an instructor, and it has also in hand the gift of \$1,000 from Dr Warner toward the equipment for this work. The College now has no room available for installing this shop work, and the Dean estimates that \$15,000 would be needed for building and equipment. That is, \$14,000 more would make it possible for this important step to be taken at once. Probably, as the Dean says, no similar amount anywhere else could do so much for the College. And the step ought not longer to be delayed. It is in line with the highest interests of the student, of the technical schools, and of the College. The College is already giving the full work of the first two years of a technical course except the shop work. If it could offer this also, it could attract and hold more men for at least two years, and many of them for the whole course. This would give to the men the advantage of the broader cultural life of the College; and, in the case at least of those taking the entire college course, would benefit the technical school to which they go, for the technical schools quite generally prefer to be able to draw college graduates. Certainly, this step alone would do much to solve the problem of the relative number of men in college. Is it too much to hope that this need may not longer wait?

Quite independently of this question of the proportion of men and women, the President believes that, in order to do the most effective work, a college ought to set a limit to the number of students for which it will undertake to provide in

its different departments. College work of the highest quality cannot be done where great pains are not taken to keep the connections between students and teachers close and personal. For the College Department this number might well be fixed at about eight hundred—the present number—or at the most, at not more than one thousand. With this limitation in the entire number, it would certainly seem, then, not unwise or unfair to set a somewhat proportionate limit on the number of women, and this not to avoid co-education, but to secure it. The remedy of segregation, attempted in a number of co-educational institutions, does not seem to the President at all satisfactory, for he does not regard segregation as co-education. For the very sake of the best results of co-education, the number of women should not be strikingly larger than the number of men. For the sake of both women and men, if one believes in co-education at all, it is desirable to keep a due proportion between the men and women. The lack of dormitory accommodations of the best type, for women, is also a practical reason for admitting a smaller number than are now admitted. This situation should lead to a careful sifting out of the best of the applicants for admission.

The Report of the Assistant to the President

It must be plain that the work of the Assistant to the President is of such a kind as to make a full report quite impossible. If the office is counting, as the President believes is the case, the largest results of the work of the Assistant lie some years ahead. But the immediate work of the office is well worth careful record, and a part of the Assistant's report is submitted herewith.

Although the completion of the year finds numerous serious needs unmet and more wishes and dreams unrealized, nevertheless there are to be seen a number of genuine gains.

Alumni relations show a notable development in strength and closeness as evidenced in the formation of one new association—that of the Ohio Valley with Cincinnati as the nucleus—and in the uniformly enthusiastic reports of unusually successful annual meetings coming from the majority of the organizations. There seems, too, to be a greatly increased desire to make association membership mean more to members, and to *alma mater*. In evidence of this let me quote from the report of the secretary of the Illinois society which appeared with others in the Alumni Magazine, Commencement 1907.

“The Oberlin Association of Illinois during the last year has dropped the word ‘Alumni’ from the name of the association; appointed a committee of three for Oberlin extension work in Illinois; printed a directory of former Oberlin students now residing in Illinois; held one of the largest and most successful banquets in the history of the association. It is now raising a fund for Oberlin extension work; it has over 500 Oberlin people in Illinois now hunting for former Oberlin students; it is now trying to get the members of the association acquainted and friendly with each other. Its plans for next year are to extend Oberlin thought and influence, find out how friendly each former student is with the rest of humanity and what he is doing to make the world wiser, better and happier, keep former students well informed of the progress of Oberlin College, her immediate present gains, her needs and problems, get all former students to read Oberlin College papers and publications, make the organization stand as a force for good citizenship in the State.”

A movement intended to strengthen the connection between the College and its future graduates was represented in the adoption by the Class of 1907 of a plan to invest the *permanent class secretary* with the responsibilities of an ambassador, as it were, accredited from the class to the College and from the College to the class. His will be such duties as publishing the class letter at the intervals voted, the arrangement of the class reunions, the giving of information through the Alumni Magazine of the movements and doings of his classmates, and in general developing every possibility of mutual helpfulness in the relations between his class and its alma mater. Later time can hardly fail to show valuable results from this plan, just as it has done in the case of other institutions where it has been in operation.

The *Living Endowment Union* is plainly becoming an increasingly attractive avenue of intercourse and co-operation between former

students and the College. The total number of members pledged for payment on or before July 1, 1907, was, as reported one year ago, 523, with total of subscriptions, \$2,721. At present (October 3, 1907) the number of subscribers of pledges payable on or before July 1, 1908, is 762, with a total subscription of \$3,436.50—a gain for the year of 239 members and of \$715.50. Much of this increase is due to the satisfactory working of the agreement by which those subscribing \$1.75 or more receive the Alumni Magazine without further cost. In addition to this yearly income, which, it will be noted, equals that of an endowment of more than \$60,000, there have been received through the Union several gifts representing the principal of the pledge rather than simply the interest, and which by a recent vote of the Prudential Committee have been made the nucleus of an Endowment Union Fund. Although the Living Endowment Union was organized for the special purpose of securing contributions with which to defray current expenses, it would nevertheless seem wise for the Trustees to sanction the establishment of this Endowment Union Fund, to which the Union could add such contributions of principal, as may come in from time to time.

As the work of the assistantship progresses in the ideal of close *co-operation with the president*, it becomes harder to assign results. Furthermore the value of such working together is not always tangible, and when tangible often possesses a valuation bestowed only by later years. It is a pleasure, however, to be able to mention as a part of the year's progress in increasing the College's usefulness, the establishment of the "Shansi Professorship of Practical Theology" which can hardly fail to be a forward movement in theological education of large significance. This was made possible through the splendid gift (\$40,000) of the late Mr. D. Willis James, whose able and helpful personality was remarkably expressed in this plan for aiding the church to profit by the adoption of that same spirit of organization and system which characterizes the modern commercial world, together with some of the more progressive religious agencies.

A new responsibility, though a pleasant one, came in the offer of Mr. Carnegie to add further \$25,000 to his earlier gift of \$125,000 for the Library Building, on condition of our obtaining \$20,000 additional endowment before next spring.

The *Seminary Student Employment Fund* was during the year the recipient of \$1,648.15, sufficient for the needs of the twelve months,

though not enough to cancel the deficit carried over from the preceding year, now standing at \$585.

The President wishes to recognize once more the large help, and the great relief brought to him personally, through the office of the Assistant.

Heads of Departments and Associated Officers

In General

It may be said at once, for all the heads of departments and their respective deans, that all alike emphasize the increasingly satisfactory *personal relations* between officers and students in the administration of the College. All also call attention to the increasing degree in which helpful and sympathetic *student cooperation* can be counted upon. The students are being enlisted more and more in true self-government, and have a growing sense of responsibility for the best conduct of the institution.

All the administrative officers also agree in the pressing nature of the problem of securing *suitable housing* both for men and women. There can be no doubt that our situation would be greatly improved if the College had under its own direction more halls of residence for women, and, as the Dean of the College suggests, also, some residence halls for men. The opening of Dascomb Cottage is a single step toward meeting this general need.

The administrative reports also disclose the general policy of the quiet *sifting out of students* who are unwilling to use aright their college opportunities, *after* every effort has been made to stir their ambition, and to help them to their own best possibilities. This means fewer cases of marked discipline, but a more careful watch-care and supervision of the entire student body.

Mention should be made also of the relief afforded to all departments by the opening of a village *hospital*, in which students, as well as citizens, may be received. Even so soon, it has proved of decided service to the College.

The College of Arts and Sciences

The Dean of the College of Arts and Sciences, Dr. Charles E. St. John, submits his first report this year. This means that, for the first time in the annual reports of the College, all the material concerning the College of Arts and Sciences is grouped together in a single division. This can hardly fail to result in a more careful consideration of the work and needs of that department as a whole.

The Dean's report is carefully outlined and indexed; his comments deal directly with the reports of the Dean of College Men, the Dean of College Women, the Chairman of the Committee on Admission, the Registrar, and the Secretary of the Bureau of Appointments; and these reports accompany his report. The survey of the reports of the College Faculty is also, by the arrangement made this year, committed to the Dean.

Attention should be called to the increased *care given to entering classes*. The Dean of College Men, and the Dean of College Women, are both taking increasing pains to make certain that students coming to the College for the first time shall understand its traditions, and be helped to come into them with sympathetic interest from the first. The Advisory Officer, and the Dean of College Men, try to render them assistance in the laying out of their courses of study; the Chairman of the Committee on Admission reports to the schools from which they came the record of their first semester's work; the Chairman of the Committee on Failure in Scholarship

tries to insure that as few as possible may fail of full success in their work; and in the required course in English Bible, the Dean of College Women has special opportunity to meet the women of the entering class in a helpful way, while the men for the same course are particularly committed to the care of Professor Hutchins. These two teachers also have charge together of the freshman class prayer-meeting. The work of the two Christian Associations, also, should be mentioned here on account of the large amount of help which they freely give to all new students during all the earlier days of the term.

The reports of the Dean of College Men, of the Chairman of the Committee on Admission, and of the Registrar, all deal with the problem of the degree of *success with which students are held* to the completion of the college course, who have once entered upon it. The slight difference in figures in these various reports is due to the fact that the Secretary's figures are figures based strictly on the catalogue enrolment. And the Secretary shows that the percentage of loss for the year 1906-07 was smaller than that during any of the last three years. This is a gratifying showing, and indicates that the steady gain made in the facilities offered in the College Department and the closer relations of students and faculty are having their legitimate effect.

It should be noticed that the number of women now in charge of the Dean of College Women is over five hundred. When to this number is added the very large number of women of college rank in charge of the Dean of Conservatory Women, it is clear that the number of women of college rank now in Oberlin is far greater than at any previous period in the history of the College.

The *Registrar* makes a careful study of failures in scholarship; and the Faculty should frankly face the fact that wherever a student fails, there the College has failed, also, to secure its largest success. The Registrar's report indicates that the card catalogue of all existing records in that office has now been completed, making these records, as well as those of the Secretary's office, much more available than hitherto. The growth of the work in the Registrar's office in the last few years stands out clearly in the report. There is a plain need of further assistance here.

In the Dean's survey of the reports of the Faculty, it is made clear that plain *advances* have been made during the year past, or with the beginning of the present year, in the departments of English, History, Political Science, Geology, Latin, Education and Mathematics, and a decided advance in the department of Zoology is planned for the coming year; while the large amount of work done in connection with the department of Chemistry is indicated by the pressure already felt in that department, even in the enlarged accommodations of the new Severance Laboratory. Most of these gains add courses that should prove especially attractive to men.

Some further *advances* seem to be plainly *called for* in the departments of Philosophy and Psychology, Economics, the Classics, Botany, the History and Appreciation of Art, and in English Bible. With the withdrawal of the President from distinctly philosophical teaching in the College, and with the necessary cutting down of Dr. Fitch's work in this department, it is clear that Dr. MacLennan should be given more assistance than he now has if the work of the departments of Philosophy and Psychology is to receive its due recognition. The College, probably, ought soon to be able to separate the two departments of Philosophy and Psychology, and add an

associate or full professor in this department. Professor Wolfe's suggestion of the addition of an instructor in Economics, and of the organizing of special courses in the social sciences and in higher commercial education, deserves special consideration. With some not extensive additions, the organization of such courses, as Professor Wolfe says, would "involve at most a shifting, and presumably a better use of resources already existing." The organization of such courses would not only prove attractive to men, but would keep the college life in close touch with the life of the nation; and the courses could be so handled as to help rather than hinder the College in maintaining its stand for a genuinely liberal culture. Some further assistance should be given, doubtless, in the department of Botany; and the departments of Greek and Latin, between them, ought to command the time, before long, of two full professors and two associate professors; while the courses in the History and Appreciation of Art should be given by the Curator of the Art Collection, when the present plans for the Art Building and for the endowment of its curatorship are carried through. The advances in instruction thus indicated do not call for very large additions to the teaching corps, but they would serve to round out our courses and enable us to offer in every department the courses that a college of our rank ought ideally to offer. But the addition of six or eight professors or instructors does mean considerable added endowment.

In the same connection it may be said that it is probably desirable that more and more the College should be offering not only liberal courses, but opportunities, as well, for *technical training* of high order, in the very midst of its other work, thus giving a wide-visioned setting to all the practical studies. A course is not necessarily without cultural value because it

has a definite practical value. And it seems desirable that the culture courses should be given in close connection with the practical. On the other hand, it is a great pity that a man should be confined to a technical course, or should have to take that course quite outside of the atmosphere of the humanities. It is especially to be desired for technical schools that they should have what most of them now do not have,—the cultural atmosphere that only a long established college can give. It is increasingly recognized that the weakness of American trained engineers lies at just this point. It seems clear, too, that if Oberlin College has any contribution to make on the side of a life of high character and efficient social service, it ought to make that contribution to the business and industrial world not less than to the professional world. Certainly the national need at this point has been made startlingly clear in these last years; and the President would rejoice if Oberlin could be helped to add such work as would enable it to exert its strong moral influence in these directions as well as in those lines into which the college graduate has hitherto more naturally gone.

Attention is called to the *other needs* which come out in the reports of the Dean and of the Faculty. There can be no doubt, especially, of the need of salary advances, and particularly for the associate professors, whose salaries were not increased, although an advanced scale has been adopted for both professors and instructors. The need of more lecture and recitation room is plain, and can hardly be met with the greatest satisfaction without the erection of a new recitation hall, as the Dean suggests.

Many of the reports show what the President has emphasized many times, the great service that could be rendered by the endowment of a *general lectureship*, the income of which

could be used for special lectures, or series of lectures, in connection with any department.

The great need of at least two or three *graduate fellowships*, to enable us to prepare more of our own graduates for work in the College, should not be forgotten. Our general *scholarship and beneficiary funds* are also still quite too small to meet pressing needs at this point.

The faculty reports suggest a number of *minor improvements* that may be wisely taken up at once for general faculty discussion, and for recommendation to the Trustees. Many of these smaller gains certainly need not long wait. The suggestion of points like these is one indication of the value of regular annual surveys of the entire work of the College, department by department.

The Theological Seminary

The report of the Dean of the Theological Seminary gives an admirable survey of the entire work of that department, made more complete this year by its review of the work of the different members of the Faculty, whose reports are now referred directly to the Dean, and not included in the President's report. The Dean's report begins with a deserved tribute to the two retiring professors, Professor Albert H. Currier, and Professor G. Frederick Wright. The report shows the largest advance in the endowment of the Seminary made for many years, through the gift of \$40,000 by Mr. D. Willis James. Attention is also called to the gains in attendance, the remarkably good comparative showing with other seminaries, and the representative character of the students in attendance. Nothing needs to be added to the Dean's compact statement of the further seminary needs. The President agrees with the Dean that the subject of Comparative Religion must be thoroughly provided for in any seminary that means

to make its work adequate in the years just ahead. The President would also ask careful attention to the Dean's statement concerning the way in which the problem of beneficiary aid is being handled in the Seminary, and to the need of gifts for the student employment fund. On the whole, the outlook in the Seminary is decidedly hopeful.

The Conservatory of Music

The report of the Director of the Conservatory of Music shows the success which that department has achieved on the highest lines. Particularly notable is the rapid rate at which the educational standard of the students of the Conservatory has been raised, so that, in the judgment of the Director, it is highly probable that nearly three-fourths of the entire regular enrolment of the Conservatory will consist, this year, of students of college rank. This rapid progress is largely due to great care on the part of the Dean of Conservatory Women in sifting out applicants for admission. This gives hope of very soon having in our Conservatory a true *college* of music, with a literary standard probably not equalled by any other school of music in the country. The Faculty note the improved quality in pupils resulting from this raising of the educational standard; and there can be no doubt, as the President has pointed out in previous reports, that it is far more vital for the highest interests of the Conservatory, that it should have a reasonable number of students of the highest grade, than a much larger number of students, most of whom are here for no special serious work, and who come with very inadequate training. This raising of the educational standard in the Conservatory of Music seems likely to prove one of the most important steps taken by the College in recent years.

The report of the Dean of Conservatory Women shows the very large number of women under her personal care; but

indicates at the same time that an incidental effect of the raising of the educational standard of the conservatory students is a lightening of the difficulties of administration as well as of teaching. It should be noted that the Dean's office is practically carrying, as well, the registrar's work of the Conservatory, and in that very way is exerting a stimulating influence upon the scholarship of the pupils, as well as upon their conduct. The needs of the Conservatory are much better met by college courses this year than hitherto, on account of the considerable enlargement of the department of English.

The Conservatory Faculty, as noted in the Director's report, have a notable record, also, in continued study abroad, and in their publications. The public recitals of the year have maintained their usual high standard.

The very large proportion of men among the graduates of the Conservatory, in spite of the fact that they constitute a comparatively small minority of the total enrolment, is worthy of special comment.

The Academy

The greatest step in advance, doubtless, made by the Academy with the beginning of the present year, occurs through the appointment, already referred to, of Mr. Earl F. Adams as Associate Principal. In his case, as in the case of the various deans, emphasis is rightly laid on the personal side of his work,—getting into close and sympathetic touch with the boys in the Academy. The report notes some further improvement made in the academy buildings, the large advance made in recent years in laboratory work in the sciences, the value of two new courses in mechanical drawing and in debate, and the favorable result of the experiment with prescribed athletic fees. The regular adoption of this policy in dealing

with the academy athletics is recommended to the Trustees by the Academy Faculty.

There can be no doubt that the teaching done in the Academy is of high quality. At the same time, it must be recognized that, on the whole, the salaries paid to academy teachers are quite inadequate, and ought to be speedily increased. This would enable the Academy to avoid such frequent changes in the teaching force.

The Principal of the Academy is striving to carry out, as rapidly as the means at his disposal will allow, the policies recommended by the Advisory Committee on the Academy. It is particularly recognized that it would be very desirable to have more academy dormitories, directly under sympathetic, careful supervision.

The work of the Dean of Academy Women is supplementing most effectively that of the Principal and Associate Principal of the Academy. The needs of individual girls are certainly receiving more careful attention than could be possible under our earlier arrangements. Some special needs of the Academy are discussed in comment on the report of the Advisory Committee in a later section.

It is hardly possible to make this survey of the work of the four different great departments of the College, without being impressed with the fact that the work of each department is being studied as a whole in a way not true earlier, and that each department is practically certain, just on this account, to make progress both more rapidly and more wisely. No department has been without its real gains in the year past, and in some departments these gains have been very marked indeed. Perhaps no single year has seen greater gains in the College of Arts and Sciences, in the Theological Seminary, or in the Con-

servatory of Music. From this survey of the different departments, we turn to the reports of those general officers whose work is not primarily and directly administrative.

Other General Officers

The *Librarian's* report contains a full statement of the gifts made to the Library, to some of the more important of which attention has already been called. The report shows that the additions to the Library the present year have been more than in any preceding year, the additions by gift once more exceeding the additions by purchase. Attention may well be called to the Librarian's suggestion of the extent to which the friends and former students of the College might easily contribute to the value of the Library by the gift of material that is perhaps no longer much used by them. Considerably over five thousand bound volumes have been added to the Library during the year just past, and the number of catalogued bound volumes in the College Library, not including duplicates, is now 77,974. With the 14,446 bound volumes of the U. L. A. Library, the libraries accessible to our students now contain 92,420 bound volumes. To this is to be added a large amount of valuable material contained in the more than 93,000 unbound volumes. The report makes clear the very large amount of work being constantly done by the Library staff. Even a layman in these matters can hardly fail to appreciate the showing made by the different departments of the Library staff. All this work will be greatly facilitated by the transfer to the new library building, in which it is hoped the Library may be fully settled before the beginning of another college year. This year's report calls particular attention, also, to the beginning of work done on manuscripts, and refers to some manuscripts of special historical interest, that have recently come into the possession

of the College. Here, too, is a point at which the friends of the College can easily contribute to the value of the Library's collection.

The report of the *Director of the Men's Gymnasium* puts very compactly the facts concerning this side of the work of the College. It shows improvements made in the building, and gains in the work of instruction, especially through the cooperation of Associate Professor Savage, and Instructor Jameson. The renewed plea of the Director for the completion of the gymnasium building, according to the original plan, and for the laying out and equipment of an outdoor gymnasium, grows naturally out of the very success of the work already done by the Director of the Men's Gymnasium and the Director of Athletics and their associates in the work.

Attention is particularly called to the following statement from Dr. Leonard, regarding the hospital recently established in Oberlin:

Within the past twelve months a *hospital* has been established in Oberlin, and the event is of sufficient importance to the College to deserve some notice here. Early last fall a tentative scheme was worked out by seven of the local physicians. Other citizens were made advisory members of the informal body, committees were appointed, and on October 18th the first draft of a constitution for the "Oberlin Hospital Association" was adopted. November 12th a meeting for organization was held, and at this time officers were elected and further committees were appointed. In March a revised form of constitution was adopted, papers of incorporation were secured, and organization was completed. April 9th, at a joint meeting of the Trustees and the Board of Management, it was voted to lease for hospital purposes the residence property located at 21 South Cedar Avenue. Later a trained nurse was secured to act as Superintendent, equipment was obtained by gift and by purchase with funds supplied by individuals and societies, and on the twentieth of last August the hospital was formally opened to the public. The constitution provides that the hospital shall furnish a suitable place for the medical and surgical treatment of the citizens of the community, the students

in the colleges, and any others who may wish to avail themselves of its privileges and who conform to its provisions for entrance and treatment. Any reputable physician or surgeon has the privilege of attending paying patients in the hospital and using its operating rooms, house staff, and nurses, subject to the rules and regulations of the hospital. It is a private institution, supported by the fees of members of the Association, by voluntary contributions, and by the receipts from patients who are able to pay for their board and care. Membership in the Hospital Association is secured by the payment of annual dues amounting to five dollars, and members are entitled to that amount of care and treatment at the hospital during the corresponding year without further charge. At present there are nearly two hundred members. The Board of Trustees is composed of five members, holding office for a term of five years, and one trustee is elected by the Association at each annual meeting. Direct charge of the hospital and immediate management of its affairs is vested in a Board of Managers, composed of eight resident physicians or surgeons nominated by the Trustees and nine other persons nominated as follows: two by the Faculty of Oberlin College, and one each by the Council of the Village of Oberlin, the Board of Commerce, the Associated Charities, the Mutual Benefit Association, the Village Improvement Society, the pastors of the local churches, and the Woman's Auxiliary. The Trustees for the current year are Mayor O. F. Carter, Mr. F. J. Dick, Professor C. E. St. John, Mr. J. D. Yocom, and Professor C. W. Morrison. The officers of the Association are: Dr. F. E. Leonard, President; Dr. W. C. Bunce, Vice-President; Dr. C. H. Browning, Secretary; Mr. F. J. Dick, Treasurer. The College has two other representatives on the Board of Management—Dr. Delphine Hanna and Professor C. N. Cole. It will be necessary in the near future to work out some plan by which students, in certain cases at least, may receive treatment at the hospital at less than the regular rates, and the securing of endowment for special beds for student use seems eminently desirable. Already the hospital has begun to demonstrate its value to the community and the College.

In connection with this report of the Director of the Men's Gymnasium, should naturally be considered the report of the *Director of Athletics*, Associate Professor Charles W. Savage. This report indicates that some of the gains expected from

this appointment are already appearing. Through Dr. St. John's position, as Chairman of our Advisory Board of Athletics, as Chairman of the Ohio Athletic Conference, and as our representative at the second annual meeting of the Intercollegiate Athletic Association of the United States, and through Mr. Savage's own connection with the work of this last Association, Oberlin has had opportunity to directly affect for good the general athletic situation, both in the state and nation. The new football rules, in the opinion of the Director, have distinctly improved the football situation. It is especially gratifying that we may believe that the athletic life of our own college has been, in the language of the Director, "sane and clean, and as satisfactory as could be expected under the existing conditions, and with such facilities as are at present available." The Director hopes for the participation of a much larger portion of the students in out-of-door athletics. The President has no doubt that the Director's suggestion is wholly warranted that a permanent endowment for the department of Athletics would more than justify itself in the greater care and wholesomeness with which all athletic interests could then be handled. The Director's report at this point seems to the President to indicate the best way in which the colleges can deal with this difficult question of athletics. Attention is called to the Director's statement of the immediate needs for bettering the work of the department of Athletics. This is undoubtedly one of the important points at which both study and money are required if athletics are to make their best contribution to the life of the College. No college can ignore the problem raised by the athletic situation, and the college cannot merely repress. It must work out some such positive, wise and sane, constructive policy as that suggested by Director Savage. The policy is important enough to deserve a considerable amount of permanent endowment.

The *Director of the Women's Gymnasium* shows that the gymnasium has already begun to charge off the advances made to it for the enlargement of the gymnasium facilities, and indicates naturally a considerably increased use of the enlarged gymnasium by the women. As the improved facilities were not available at the very beginning of the last college year, the present year ought to show a much larger gain in the number of women availing themselves of the advantages of the gymnasium than the year just past could show. The instruction in the department is now thoroughly organized under the Director of the Gymnasium, Miss Monroe, Miss Summerbell and Miss Dick. All these teachers associated with Dr. Hanna are graduates of our own course in Physical Training. The demand on the College for teachers in this subject is still much greater than can be met by the graduates of either the men's or women's course.

The report of the *Superintendent of Buildings and Grounds* records various improvements made, including especially the provision of lavatories for men in the main boarding halls, better provision for the psychological and physical laboratories and for the classes in mechanical drawing in Peters Hall, and the improvements in French and Society Halls already mentioned. Much time of the Superintendent has, of course, been given also in connection with the erection of the two new buildings.

The Work of the President

The work of the President in the past year has covered almost exactly the same lines of work as in the years preceding: teaching, administration, outside representation, publication, and financial work. But with the creation of the Deanship of the College of Arts and Sciences, the President's direct responsibility at that point was distinctly lessened,

though he has found great pleasure in keeping in close co-operation with Dean St. John in the Dean's plans for the growth of that department. With the present year the President has also finally dropped, though with great reluctance, the last of his philosophical teaching, as it seemed plainly not wise to attempt so large an amount of teaching in connection with the greatly increased general responsibilities. At the same time, Professor Bosworth and the President have relinquished to the care of Professor Hutchins the freshman Bible class work which they took up last year, as then specially called for. Professor Hutchins will be able to give to the work itself and to the men taught a degree of attention not possible for either the Dean of the Seminary or President of the College; and he comes to this part of his work with special interest and enthusiasm. The President anticipates a marked gain for the men at just this point. The present teaching of the President includes the required course in theology, in the Theological Seminary, open only to seniors in the Seminary and to graduate students registered in that department; and, in connection with Professor Bosworth, the teaching of the two hour required course for college seniors, dealing with a historical and philosophical study of the Christian religion. These courses are certainly important enough to demand all the time and thought that the President can possibly obtain for teaching purposes. The quality of students in the senior class and graduate students of the Seminary makes it possible in the course in Theology to require a high grade of work; and the response of the students to the demands made upon them is most gratifying.

With the now fairly complete organization of the administrative work of the different departments of the College, the President is set free from many details that earlier had to

be directly considered by him, and his own office staff is exceptionally competent and helpful. And in the survey of the recent years, few gains give more satisfaction than the certainty that every year fewer matters are going at loose ends, and fewer interests of importance without careful study and supervision. It is fair that the demand should be made upon a college as upon any other institution that it show the most economical and effective use of all its forces. This is the President's ambition for Oberlin College. Both the annual surveys and the careful study of the budget and of policies by the councils and their committees, insured by the democratic administration of the College, tend to prevent waste of resources, either of men or means. The present annual survey has already made clear some further possible points of advance toward this ideal end.

This completer organization of the work of the College involves, however, necessarily, the participation by the President in a large number of council, faculty, and committee meetings. For the President cannot well excuse himself from a share in all these various conferences if he is to keep in close and intelligent touch with the work of the institution. Indeed, there are a number of points where he still feels that he has no such detailed knowledge of the work of the College as he ought to have, to secure the best results.

As to the work of outside representation, it must be said again that a very small proportion of the invitations coming to the President for this kind of work can be accepted. Only invitations of the first importance, or such as for peculiar reasons cannot well be refused, are taken on; and yet with this severe limitation, the list of outside appointments remains still pretty large. As last year, the outside work of the President up to the beginning of the present college year has been

divided among alumni gatherings, universities and colleges, high schools, educational meetings, and important church gatherings; and has involved besides numerous addresses, lectures and sermons.

The President has addressed alumni gatherings at Boston, Pittsburg, Cleveland, Cincinnati, Chicago and Yankton, besides presenting his annual survey of the work of the College at the general alumni meeting at Commencement time.

The most important lectures of the year were the four N. W. Taylor Lectures, given before the Yale Divinity School, on *The Seeming Unreality of the Spiritual Life*. The President also served as university preacher at Yale and at Wellesley College; gave addresses at the Fortieth Anniversary of Iowa College and at the Twenty-fifth Anniversary of Yankton College; gave the Wesleyan Guild lecture at Ann Arbor, Michigan; and addressed also the students of the University of Rochester, of Hillsdale College, of the University of Washington, and of the State Normal School, of Normal, Illinois. He gave ten addresses under the auspices of the Cleveland Young Men's Christian Association, before business and professional men, under the general theme of *Religion as Life*, with the following titles: The Unity of Man; Mind and Body; The Central Importance of Will and Action; The Conditions of the Highest Personal Relations; Facing the Facts of Life; The Supreme Claims of the Christian Life upon Thoughtful Men; The Seeming Unreality of the Spiritual Life; The Fundamental Temptations and their Answers; The Basic Qualities for Character, Happiness and Influence; The Significance of Jesus Christ for the Modern Man; Religion as a Personal Relation. Ten normal sessions in elementary theological work were also held later with the Young Men's

Christian Association leaders engaged in special religious service under the Director of Religious Work, Mr. Augustus Nash. A paper was read at the Haystack Centennial Meeting of the American Board on *Changes within the Century in Foreign Missionary Theory and Practise*; an address given at the annual meeting of the American Missionary Association; two addresses before the State Congregational Association of Iowa, and addresses before the St. Louis Evangelical Alliance, and at the annual convention of the Religious Education Association. Lectures or addresses were given also before the Congregational Clubs of Chicago, and St. Louis, before the Detroit New England Society, the Ohio Society of New York, the Chicago Normal and High School Association, the St. Louis Central High School, and the Rochester West High School, and before the teachers of Elyria. A complete statement would involve numerous other sermons and addresses, in addition to those necessarily given in connection with the work of the college year at Oberlin. The President sympathizes with those friends of the College who regret the necessity of so much work outside of Oberlin; and yet it seems plain that such labor cannot be wholly avoided. The College undertakes in this way, through the President, a certain share in the general educational and religious work of the country. It may rightly be called on for that share, and it could not itself afford not to take it. At the same time, the President does not mean to forget that his first work always lies at home, and in the immediate tasks there committed to him.

The pressure of the general administrative and representative work has been so great during the year that it seemed impossible to complete the preparation for the press of the Yale lectures on *The Seeming Unreality of the Spiritual*

Life, or the Haverford College Library lectures on *The Laws of Friendship: Human and Divine*. The Taylor lectures are nearly ready, and it is hoped that both books may be issued the present year. The President's *Rational Living* was adopted for the past year in one of the Chautauqua reading courses, and in the list of regular books also for the year of the Ohio Teachers' Reading Circle. The publishers are planning now to issue, as well, a cheaper edition of the book for still wider circulation. The last chapter of *Personal and Ideal Elements in Education*, "How to Make a Rational Fight for Character," has been continued in circulation by the International Committee of the Young Men's Christian Association in this country, and has also been republished in India, and permission has been given for its translation into Greek. The last two chapters of *Reconstruction in Theology*, on "Religion as a Personal Relation" and "Theology in Personal Terms" have been translated into Japanese. The same limitations of time have compelled the President to decline a number of invitations to prepare special articles, and have compelled him almost to confine his writing for the press to the preparation of the work of "The Professor's Chair" in *The Congregationalist*; though he did take time to prepare the second number in the series issued by the Student Recruits for the Christian Ministry, under the title "The Claims of the Christian Ministry upon Strong Men." Other articles published were chiefly on educational lines, or concerned different phases of our own college life prepared for *The Alumni Magazine*. At the request of the editors of *The Alumni Magazine* the President is furnishing to the Magazine, for the year just begun, outlines of his Sunday Bible Class work, "Studies in the Teaching of Jesus." The President regrets the comparatively small amount of writing which he has been able to

do during the year, not only because, for his own individual growth, he needs to do such work, but also because he is convinced that the strength of the other sides of his work depends in no small measure upon continued activity at this point. A partial compensation is found in the considerable amount of new work done during the year in connection with his regular teaching.

Indications of the amount of general work, that is likely to come to a college president, are to be found in the added responsibilities involved in the presidencies, that chance to have accumulated the present year,—of the Religious Education Association, of the Ohio College Association, of the Association of College Presidents and Deans of the North Central Association, of the Cleveland Congregational Club, and of the Conference of Congregational Theological Seminaries. All give valuable points of connection with other institutions and interests, but naturally make some demands on time.

The President's financial work of the year has been done in close consultation and cooperation with his Assistant. Two attempts for somewhat large results were entirely successful, and have already been recorded; two or three other equally important projects, that it was attempted to carry through, have not yet been successfully completed.

The President does not allow himself to be absent from Oberlin more than four or five Sundays, at the outside, during the college year, in order that he may devote himself to the work of his Sunday Bible Class, just because this Class has seemed to offer to him perhaps his best single opportunity to do what in him lay to keep high and strong the moral and spiritual tone of the College and community. The Class has been so generously attended, and the spirit of its attendants so earnest and responsive, that it has seemed well worth while

to set aside many outside invitations, in order to maintain this work at its best.

The personal and social side of the President's work it is, of course, quite impossible to report upon. There are few things that he regrets so much as that the increase in his administrative work seems to have shut him off, far beyond his desire, from participation in that personal ministry that he believes constitutes the best and most rewarding side of a teacher's work. His special relations to the seniors, however, in their required work and in their class prayer-meeting, and his Sunday Bible Class are a partial compensation. It has been a pleasure to the President, in connection with the Dean of the College of Arts and Sciences and the Dean of College Men, to meet socially, during the year past, the men of the freshman class; and there have been, of course, the usual receptions to the Faculty, to the senior classes of the College and Seminary, and to numerous distinguished guests from outside of Oberlin.

IV. FACULTY

The various changes which have occurred within the Faculty during the year covered by this report are here presented:

Retiring as Emeritus Professors

In accordance with the vote of the Trustees at a meeting held December 5th, 1906, the following persons became *professors emeriti* in their respective departments at the close of the college year 1906-07, and will receive retiring allowances under the conditions of the Carnegie Foundation for the Advancement of Teaching.

The Theological Seminary

George Frederick Wright, as Professor Emeritus of the Harmony of Sciences and Revelation.

Albert Henry Currier, as Professor Emeritus of Sacred Rhetoric and Practical Theology.

The College of Arts and Sciences

Mrs. Adelia A. Field Johnston, as Professor Emeritus of Medieval History.

Resignations

The resignations of the following persons were presented and accepted at the end of the college year. (In several cases term of service expired) :

The College of Arts and Sciences

Gordon Nelson Armstrong, after two years of service as Instructor in Mathematics, to accept the position of Associate Professor of Mathematics at Ohio Wesleyan University.

Paul Griswold Huston, after two years of service as Instructor in English Composition.

Gilbert Lee Pennock, after two years of service as Instructor in English Composition.

Walter Raleigh Myers, after two years of service as Instructor in German, for further study abroad.

William Henry Chapin, after four years of service as Assistant in the Chemical Laboratory, and one year as Instructor in Chemistry, for further graduate study.

Miss Ethel May Kitch, after one year's service as Assistant in Psychology.

Charles Lawrence Baker, after one year's service as Assistant in the Zoological Laboratory.

Miss Marie Grebe, after one year's service as Assistant in German.

The Conservatory of Music

Edward Betts Manning, after a year and a third of service as Instructor in Violin, for further study abroad.

Mrs. Eileen Mitchell O'Moore, after a partial year's work as Instructor in Violin.

Miss Lucile Reed, after two years of service as Teacher of Public School Music.

The Academy

Charles Hulburd Burr, after two years of service as Assistant in the Physical Laboratory in the College, and two years of service as Tutor in Physics in the Academy, to accept an appointment under the American Board in an Industrial High School in India.

Clark Harold Sackett, after one year of service as Assistant in the Botanical Laboratory in the College, and two years of service as Tutor in Botany in the Academy, to accept a similar position elsewhere.

Joseph Roy Ellis, after two years of service as Tutor in English and Declamation, for graduate study.

Miss May Eva Allen, after one year's service as Tutor in Latin, filling the vacancy caused by the absence of Miss Clara Louise Smithe.

The Men's Gymnasium

Homer Waldo Spiers, after one year's service as Teacher in the Men's Gymnasium.

The Women's Gymnasium

Miss Frances Elizabeth Jones, after two years of service as Assistant in Physical Training, to accept a position as Director of Physical Training, Shepardson College, Denison University.

The President recognizes gratefully the service rendered by those whose resignations are here announced, and the best wishes of the College attend them in all their future plans.

Leave of Absence

In addition to these resignations, by vote of the Trustees at the Semi-Annual meeting on June 17, 1907, leave of absence for the year 1907-08 was granted to the following persons:

The College of Arts and Sciences

Maynard Mayo Metcalf, Professor-elect of Zoology, leave of absence extended for one year, for further study and travel in Europe.

because Spear Library cannot be available for the Zoological Department for another year.

Robert Allyn Budington, Associate Professor-elect of Zoology, leave of absence extended for one year, for the reason holding in Professor Metcalf's case.

Louis Eleazer Lord, Instructor in Latin and Greek, for one or two years, at his option, for further graduate study.

James Seymour Luckey, Instructor in Mathematics and Physics, for one year, for further graduate study.

The Conservatory of Music

William Kilgore Breckenridge, Professor of Pianoforte, for one year, for study in Paris.

Charles Henry Adams, Instructor in Singing, for one year, for study in Berlin.

Mrs. Margaret Jones Adams, Instructor in Singing, for one year, for study in Berlin.

The Academy

Miss E. Louise Brownback, Instructor in English, leave of absence extended for one year, for further study and travel.

Roy Vernon Hill, Tutor in Mathematics, for one or two years, at his option, for further graduate study.

Charles Beebe Martin, A. M., Professor of Greek Literature and Greek Archæology, returns from a year of study in London and Berlin; and William De Weese Cairns, Ph. D., Associate Professor of Mathematics, from two years of work for his doctorate at the University of Göttingen. Professor Cairns was given the doctorate of philosophy, *magna cum laude*, in July of this year. Howard Handel Carter, Mus. B., Professor of Pianoforte, returns from a year of study and travel in Germany and the Orient; and Miss Kate Waldo Peck, Mus. B., Instructor in Singing, from a year of profitable work with Mr. George Ferguson of Berlin. Earl Foote Adams, A. M., after two years of study in Harvard University, returns to be Associate Principal of the Academy, and Associate

Professor of Physics in the Academy. Miss Clara Louise Smithe, L. B., Instructor in Latin in the Academy, returns from a year of needed rest. Edward Increase Bosworth, D. D., Dean of the Theological Seminary, returned this summer from a semester's absence in the Hawaiian Islands and Japan, an absence in which he was able to speak most effectively for Christian truth and ideals. Miss Lucretia Celestia Wattles, A. M., Professor of Pianoforte, returns from a partial year's absence for study. Mr. Charles Parsons Doolittle, Instructor in Violoncello and Superintendent of Buildings and Grounds, and Mrs. Amelia Hegmann Doolittle, Mus. B., Teacher of Pianoforte, from a partial year's absence for study in Berlin. The leave of absence of Professor Maynard Mayo Metcalf, and Associate Professor Robert Allyn Budington is extended for another year on account of the fact that the delay in the library building will not set free the present library building for the use of the zoological laboratory until after another year, as already noted.

Besides these absences during the college year, Professor Lynds Jones spent part of the summer in the study of the *biota* of the Pacific coast region, during May and June, and part of the summer in Porto Rico. Dr. St. John, with the President, accompanied during the summer a party from the University of Chicago engaged in botanical research in Alaska and the Northwest. Professor John Taylor Shaw, Mr. Charles W. Williams, and Mrs. Caroline Harter Williams, Professor John Fisher Peck, and Miss Eva May Oakes were abroad during the summer for travel, Professor Shaw and Mr. and Mrs. Williams with the Bureau of University Travel.

Promotions

The following well-deserved promotions were made by the Trustees at the Semi-Annual meeting, June 17, 1907:

General

William Frederick Bohn, to be Secretary to the President, Secretary of the Bureau of Appointments, and Academy Canvasser, for one year.

Miss Caro Belle Bugbey, Stenographer, President's Office. Permanent appointment.

Miss Anna Gertrude Ransom, Stenographer, Secretary's Office. Permanent appointment.

The College of Arts and Sciences

Albert Benedict Wolfe, to be Professor of Economics and Sociology. Permanent appointment.

William Eugene Mosher, to be Professor of the German Language and Literature, and to take the headship of the department. Permanent appointment.

Edwin Bayer Branson, to be Associate Professor of Geology. Permanent appointment, with a view to full professorship.

Russell Parsons Jameson, to take full work as Instructor in French, in addition to work as Instructor in Physical Training, for one year.

Miss Anna Morse Starr, Assistant in the Botanical Laboratory, for one year.

William Garfield Mallory, to be Instructor in Physics, for one year.

George Delwin Allen, as Assistant in the Zoological Laboratory, for one year.

The Conservatory of Music

Mrs. Caroline Harter Williams, to be Instructor in Violin, partial work. Permanent appointment.

Mrs. Ada Morris Hastings, to be Instructor in Pianoforte. Permanent appointment.

Mrs. Maud Tucker Doolittle, to be Instructor in Pianoforte. Permanent appointment.

Mrs. Bertha M. Miller, to be Instructor in Ear Training, partial work. Permanent appointment.

The Academy

Earl Foote Adams, to be Associate Principal of the Academy, and Associate Professor of Physics.

Edward James Moore, to be Instructor in Mathematics in the Academy, and Assistant in Physics in the College.

John Ebenezer Wirkler, to be Tutor in History for one year.

Carl Burkhardt Wilson, to be Tutor in Botany and Zoology, for one year.

The Women's Gymnasium

Miss Maud Allene Monroe, to be Instructor in Physical Training, for two years.

Reappointments

The list of reappointments for the year, as voted by the Trustees at their Semi-Annual meeting, follows:

The College of Arts and Sciences

Clarence Austin Morrow, as Assistant in the Chemical Laboratory for one year.

The Conservatory of Music

Miss Kate Waldo Peck, as Instructor in Singing, for two years.

Walter Peck Stanley, as Instructor in Pianoforte, for one year.

John Ross Frampton, as Instructor in Organ, for one year.

George Carl Hastings, as Instructor in Pianoforte, for one year.

The Academy

Mrs. Alice E. Mead Swing, as Tutor in German, for one year, partial work.

Mrs. Mary Taylor Cowdery, as Tutor in French, for one year.

Miss Alice Chipman McDaniels, as Tutor in German, for one year.

Ernest Barrett Chamberlain, as Tutor in English, for one year. (Resigned later.)

Miss Florence Louise Westlake, as Tutor in English, for one year.

The Library

William Wirt Foote, as Assistant in the College Library, for one year.

Miss Mary Jean Fraser, as Assistant in the College Library, for one year.

Miss Hattie Maude Henderson, as assistant in the College Library, for one year.

Miss Edith Melvina Thatcher, as Assistant in the College Library, for one year.

All these reappointments are of tested workers and call for no special comment.

New Appointments

The list of new appointments, made by the Trustees at the Semi-Annual meeting, is as follows:

The Theological Seminary

William James Hutchins, B.D., as Professor of Homiletics, for two years, with a view to permanency.

George Walter Fiske, A.M., as Professor of Practical Theology, for two years, with a view to permanency.

The College of Arts and Sciences

William Stearns Davis, Ph.D., as Associate Professor of Modern and Medieval European History, for two years, with a view to permanency and full professorship.

Walter Yale Durand, A.M., as Associate Professor of English, for two years, with a view to permanency.

James Thome Fairchild, A.M., as Instructor in Latin, for one year.

John Fisher Peck, A.M., to take the work in beginning Greek in the College Department.

Miss Mary Emily Sinclair, A.M., as Instructor in Mathematics, for two years, with a view to permanency.

Philip Darrell Sherman, A.M., as Instructor in English, for two years.

Robert Archibald Jelliffe, A.B., as Instructor in English, for one year.

Milton Percival, A.M., as Instructor in English, for one year.

James Caldwell McCullough, B.S., as Instructor in Chemistry, for one year.

Herrick Wilson, A.B., as Assistant in the Zoological Laboratory, for one year.

Ross Warren Sanderson, A.B., as Assistant in Psychology, for one year.

The Conservatory of Music

Frederic Benjamin Stiven, Mus.B., as Teacher of Organ, for one year.

Karl Wilson Gehrkeus, A.B., as Teacher of Public School Music, partial work, for one year.

The Academy

Charles Fremont Easton, A.M., as Tutor in Mathematics, for one year.

Jesse Feiring Williams, as Tutor in Physical Training, and Director of Academy Athletics, for two years.

John Alexander Steele, as Teacher of Mathematics, partial work, for one year.

The Men's Gymnasium

Jesse Feiring Williams, for two years, as noted above.

As student teachers of Physical Training, for one year:

Ines Seth Lindquist,

Harlow Alexander McConnaughey,

Harry Joshua Sargent,

all members of the class of 1908.

The Women's Gymnasium

Miss Edith Summerbell, A.B., as Teacher in Physical Training, for one year.

Miss Mary Dick, A.B., as Assistant in the Women's Gymnasium, partial work, for one year.

Aside from these appointments, made by vote of the Trustees, the following extra appointments have been made by action of the Prudential Committee:

The College of Arts and Sciences

Samuel Peter Orth, Ph.D., as Lecturer in Political Science and Government, one year, partial work. (July 10.)

Dahl Buchanan Cooper, LL.B., as Lecturer on Commercial Law, one year, partial work. (July 10.)

Victor Cappel Doerschuk, as Teacher of Mechanical Drawing, one year, partial work. (July 10.)

Ben Hoerger, A.B., Instructor in German, one year. (September 28.)

The Conservatory of Music

Miss Florence B. Jenney, as Teacher of Singing, one year, partial work. (October 3.)

The Academy

Frank Sicha, A.B., as Tutor in English, one year. (September 26.)

In addition to the two lecturers in the Department of Economics, mentioned above, arrangements were made for a course of lectures by Hon. T. E. Burton, on Political Science and Modern Political Problems, to be given during the year.

The chief advances indicated by changes in the Faculty are to be found in certain promotions, and in several new appointments noted above. The most important change in the Faculty during the year—the creation of the office of Dean of the College of Arts and Sciences, and the election of Dr. St. John to that office—has already been noted. A second notable change in the Faculty, already commented upon, was the admission to retiring allowances of the Carnegie Foundation of three professors, Mrs. A. A. F. Johnston, Professor Albert H. Currier and Professor G. Frederick Wright.

In the College of Arts and Sciences Dr. Albert B. Wolfe is promoted to the permanent full professorship of Economics and Sociology; Dr. William Eugene Mosher to the permanent full professorship of German Language and Literature; Dr. Edwin B. Branson to an associate professorship of Geology, to give hereafter his entire work to that subject. Mrs. Williams, Mrs. Hastings, Mrs. Maud Tucker Doolittle, and

Mrs. Miller are given permanent appointments in the Conservatory. The Academy gains especially by the return of Mr. Earl Foote Adams, to be Associate Principal of the Academy and Associate Professor of Physics.

The new appointments in the Theological Seminary of Rev. William J. Hutchins, as Professor of Homiletics, and Rev. G. Walter Fiske, as Professor of Practical Theology, have already been commented upon by the Dean of the Seminary, and their special preparation for their respective chairs indicated. These appointments, with the Haskell lectureship, and the possibility of securing regular instruction at least in alternate years in Comparative Religion, registers a distinct advance in the opportunities offered in the Seminary. Mr. Hutchins is also to take, by his own desire, the Bible work and the freshman class prayer meeting with Dr. Fitch; and both Mr. Hutchins and Mr. Fiske may be counted upon to make a strong contribution to the life of the entire College.

Mr. William Stearns Davis, a graduate and doctor of philosophy of Harvard University, a writer of proved ability, and a teacher of proved capacity, as shown by his experience at Beloit College, is appointed as Associate Professor of Modern and Medieval European History. He will take the historical side of the work laid down by Mrs. Johnston, and, since he gives his entire time to history, will be able, with Professor Hall, to extend the opportunities in history beyond those that the College has ever been able hitherto to offer. Unfortunately, for the present, the special courses in the history of art will probably have to be largely given up, except so far as the courses in archæology provide such opportunity. With the coming of the hoped-for art building and its endowment, it is planned to make the Curator of the Art Museum a full professor, able to give these courses in the history of art,

as well as to use in other courses other illustrative materials of the Museum.

Mr. James T. Fairchild comes from long experience in college teaching at Tabor and Carleton colleges to take the work left by Mr. Louis E. Lord, during the latter's leave of absence.

The most notable enlargement perhaps comes in the Department of English, where pressure upon the department called most clearly for additions to the teaching staff. Mr. Walter Y. Durand, an alumnus of the College, a graduate student of Harvard University, and for some years an instructor at Phillips-Andover Academy, has been appointed an Associate Professor of English. In addition to the full professor and associate professor of English, three full instructors in English, Mr. Philip D. Sherman, Mr. Milton Percival, and Mr. R. A. Jelliffe are also appointed. The advance in English will benefit immediately not only the College Department, but also considerable numbers of Conservatory students of college rank, who naturally desire electives in English.

The fact that Professor Davis will take the courses in Greek and Roman History permits Professor Miller to give all his teaching time to courses in Education, and thus allows some gain in that department.

In the Department of Arts and Sciences a large gain is also made by the special appointments for the coming year of Dr. S. P. Orth as Lecturer on Political Science and Government, and Mr. Dahl B. Cooper as Lecturer in Commercial Law and Public Service Corporations. A full professor in Political Science will be appointed another year.

The laboratory assistants in the College are, of course, appointed upon recommendation of the heads of departments

concerned, and are thoroughly competent for the work they undertake.

Mr. Frederic Benjamin Stiven, who takes up his work as Teacher of Organ in the Conservatory this year, is a graduate of the Conservatory. His appointment enlarges the teaching force in the department of Organ instruction.

Mr. Karl Wilson Gehrkins will have partial work as Teacher of Public School Music in connection with his work as Instructor in Music in the Public Schools. Mr. Gehrkins is a graduate of the College in the class of 1905, and has had special work in the Conservatory.

In the Academy the appointment of Mr. Frank Sicha as Instructor in English was made necessary by the resignation of Mr. Ernest Chamberlain. Mr. Sicha is a graduate of Harvard University in the class of 1906, and has been instructor in the Salem High School for one year.

Mr. Charles Fremont Easton, who takes up work as Tutor in Mathematics for one year in the Academy, is a graduate of Adelbert College, from which institution also he took his Master's degree in 1886. The last two years before coming to Oberlin were spent as Superintendent of Schools at Kipton.

Organization

The completeness of the organization of the Faculty of the College, as reflected in the complete lists of committees of the councils and faculties, published in the earlier pages of this report, itself indicates how comprehensively the work of the Faculty is conceived, and how largely the individual members of the Faculty enter into all sides of the work of the College. So important, indeed, is the work of a number of the standing committees of the Faculty that if the entire work of the College were to be fully represented in the annual reports, it would

be hardly less necessary that the chairmen of these committees should report, than that reports should be received from the regular administrative officers. Many of these committees are required to do a large amount of important work, and the smooth running of the College machinery at many a point is due simply to their fidelity. It is obvious that the work of the Council committees on Appointments and Budget must be of exceptional importance. The Committee on Conference with Students planning for Professional and Technical Study, to take further illustrations, undertakes to help students wishing to adjust their courses of study in either of these two directions; the Committee on Discipline naturally carries a heavy responsibility; the Committee on Graduate Study and Degrees in Course must canvass the qualifications of all candidates for the Master's degree; the Committee on Intercollegiate Debate must spend hours of work in consultation with the men working on the debating teams; the Library Committee, with the Librarian, have a large responsibility in determining the general lines of expenditure in connection with the Library. These may be taken as simply illustrations of the large amount of work done necessarily through such committee action. In carrying through the various public and social occasions for which the College must be responsible, as, for example, in the recent entertainment of the delegates to the National Council, the Social Committee, the Committee on Entertainment of Guests, the Committee on Decoration, and the Committee on Alumni Dinner, have proved themselves particularly efficient. Two new committees are on Situations for Graduates, and on Supervision of Appeals to Alumni. Several committees are transferred, for the future, from the General Faculty to the College Faculty, as coming more directly under the supervision of that Faculty.

The Democratic Policy of the College

Several recent writers, including President Henry S. Pritchett of the Carnegie Foundation, Professor Joseph Jastrow of the University of Wisconsin, Mr. James Phinney Munroe, Member of the Corporation of the Massachusetts Institute of Technology, and Mr. George M. Stratton, in a recent number of the *Atlantic Monthly*, have all called special attention to the tendency on the part of American colleges and universities toward a distinctly autocratic form of government, in which the faculty has comparatively little opportunity to make itself felt on the most important questions of college policy. This situation, as Professor Jastrow says, "is the more notable because foreign universities in pronounced aristocratic countries offer the contrast of placing the welfare of the cultural and academic life—the authority as well as the responsibility—upon those whose life-work is bound up with and furthered by such institutions, and of thus adopting for monarchical universities a thoroughly democratic form of government." Professor Jastrow sums up President Pritchett's contention in the remark, "He does not hesitate to say that our autocratic methods of university management would be nothing less than intolerable to the German scholar, while emphasizing that the German method is precisely what the spirit of our institutions would presumably favor." This whole question is so important as to justify a somewhat full discussion here, in the light of Oberlin's own experience with the democratic policy. Professor Jastrow himself says:

It needs no discernment to discover that the actual and authoritative government of our colleges and universities does not rest with the faculties thereof; it rests with the president and the board of trustees or regents. In spite of the diversity of practise, the distribution of authority has unmistakably emphasized, and increasingly so, the

importance of the presidential office and the regulative function of the board, and has given to the faculty a less and less influential voice in the actual direction of affairs, in the initiative of educational expansion and in the shaping and control of the academic career.

He sums up his general diagnosis of the present situation in most colleges and universities in saying:

The system that so generally prevails and whose deficiencies detract from the value of the academic career may be called 'government by imposition.' Possibly this is a harsh word; but to the professor who is obliged to pursue his calling under it, the measures which it enforces are often harsh measures. The system which is advocated to replace it may in like brevity be termed 'government by coöperation,' with the explicit interpretation that the government is by the faculty and the coöperation the function of the administrative officers, including the president and the board. The management of the university's material affairs advantageously falls to the board; and what shall be included under this head is not likely to be a serious point of contention, if once it be admitted that many material provisions directly influence the work of the faculty, and that for such the faculty shall have a voice in determining how these material affairs shall be administered. Assent must be gained for the view that the faculty is quite capable of determining whether the needs of the institution make it preferable to administer certain details themselves or have them otherwise regulated. So long as measures are not imposed, but are the issue of deliberation of both bodies acting coöperatively, concord and progress are assured. For the most part the material administration may well remain where it now is placed; but the right of discussion, of opinion and of protest should be freely exercised. Even with similar measures, the spirit of the administration and the dignity and security of the academic career, would be wholly different under the two systems.

Mr. Munroe epitomizes his own paper on "Closer Relations between Trustees and Faculty" as follows:

Sketching the growth of conditions which, in the last quarter of a century, had led trustees to give ever more power to the president and ever less to the faculty, so that many great teachers have now become mere subordinate administrators, the writer endeavored to

show how this despotic form of administration is depleting the first ranks of teaching, is wasting or suppressing the most effective forces in education, and is breeding a race of youth intolerant of the slow methods of democracy.

Both Professor Jastrow's and Mr. Munroe's papers were presented at the Educational Conference, held at the University of Illinois, in connection with the inauguration of President James; and Mr. Munroe states the outcome of both papers as follows:

Both speakers—reaching the same conclusion from different premises—were emphatic in the opinion that, unless faculties are given authority and independence in virtually all matters except the raising and general apportionment of revenues, it will be increasingly difficult to recruit our higher institutions with men fit to be educators and leaders of youth. For young men of the right stamp will not take up the academic career without investigation as to its possibilities, and, under present autocratic tendencies, the outlook for a progressive and independent professional life is becoming most uncertain. As succinctly expressed by Dean Bessey, the modern drift is towards the development of a Brobdignagian president, an ordinary sized board of trustees, and a Lilliputian faculty.

Professor Jastrow's own paper on "The Academic Career as Affected by Administration" reaches two provisions which he thinks are necessary for the best health of college and university life:

The first is the introduction of a definite system of salaries with such liberality as may be possible, that provides for promotions and increases, and establishes the academic applicant upon a definite footing. This measure is not proposed as a panacea, and can at best be but negatively effective. Yet it has great positive value under present circumstances, for the reason that only when this phase of the matter is disposed of, is it possible satisfactorily to consider other weighty issues.

The second provision is that no measure shall be decided by the president or the board without giving the faculty an opportunity to decide whether it cares to express itself upon that measure or not.

Such provision inevitably carries with it the right to have a share in deciding in the first place what division of questions shall be made between faculty and board. To accomplish this end, an advisory committee of the faculty seems an efficient means. Such committee should decide in each case whether and how far questions should be considered by the faculty; and naturally the president, as a member of such a committee, will bring before it first and for approval all measures that he regards as worthy of the attention of the board.

To like import, Mr. Stratton in his article on "Externalism in American Universities," protests:

The American university president holds a place unique in the history of higher education. He is a ruler responsible to no one whom he governs, and he holds for an indefinite term the powers of academic life and death. Subject to the formal approval of the trustees, he selects new members of the faculty, promotes, dismisses them. To the faculty, it is true, there seems to be left the important power to define the requirements for admission to the university and to its degrees, and yet these activities are in a fundamental way directed by the president, since by his word comes growth to this department and atrophy to that. And while his sway is subject to a constitution, and he cannot quite justly be called an autocrat, nevertheless the charter brings to him, perhaps, less serious restrictions than those which often in the larger world bind men who bear the name of emperor.

Mr. Stratton's positive suggestions are contained in the following paragraphs:

The changes that seem seriously worth attempting—not suddenly, but after the manner of Fabians, glad to bide their time—would bring us to a middle way between the present course of America and that of Europe. The board of trustees one need not wish utterly to abolish, although here and there the manner of their selection might be improved. For, all in all, the American is perhaps right in placing the care for the general income and expense in the hands of an external body of men trained in the management of funds. But the action of the trustees might well stop at narrower limits than those to which at present they often go. In appointing new members of the faculty, they should perhaps best confine themselves to granting a

stated annuity for a particular academic office. The man to fill this office should properly be selected by the faculty itself. And the faculty alone should normally have the power to dismiss its own members. But still more important and beneficial for our present needs would it be to have the professors rather than the trustees elect the university president and determine the powers which he should wield. The office of president would thus remain, but he who occupied it would be the representative directly of the faculty, and he could be efficient only so long as he retained their confidence. In such a plan the president need be no puppet of the professors, any more than at present he is a puppet of the trustees. He would best be a wise leader, yet going all the while only where he could lead and not compel,—lead not a majority merely, but the body as a whole. One can readily imagine the delays and even abuses to which such a system might give rise, especially during the years required for the self-training of the faculty to its new responsibilities. But such evils would hardly exceed the worst that comes from the present system, and in the end the movements of the university would tend more and more to spring from inner harmony and conviction; a university that would stand at the front, not in numbers but in worth, would have to bring itself to harmony, would have to become convinced.

Moreover, the externalism in the universities, whereof the elevation of the presidency is but one sign, takes responsibility from its rightful source. We make central the administrative office, as in some great commercial undertaking, instead of the office of teacher and truth-seeker, the office of student. Yet here is the locus of success and failure. No one would claim that the professors are a worthier group of men than our college presidents; it is not a question of personal rights or jealousy of honors. It is a question of right or wrong to the cause; and the universities themselves, knowing what is in their charge, should be the last to typify in their own structure the thought that discovering truth and imparting the vital principle whereby others may discover it are of a dignity less than of organizing and management. And yet, much more than in the great universities of Europe, we exalt administrative ability above scientific insight. We bestow the praise for success, the blame for failure, more upon the administration, and less upon our professors and our students, who are rightly answerable for the university's achievement.

There might easily seem to be, in all this, some tendency to underestimate the large contribution which marked administrative ability can make to even the most inner interests of a college or university, if it is coupled with a delicate sense of the relation of its task to the work of the faculty. There is ample room for administrative capacity of the highest order in securing such organization and such harmonious interplay of the various forces of the institution as shall insure the most efficient and economical working out of those high aims of the university which these writers have in mind. It might even be argued, as they would doubtless agree, that such a conception of the presidency as they hold requires a higher and finer administrative gift than the autocratic conception.

In any case these demands for a more democratic form of government in American colleges and universities seem so well justified, however judgments might differ as to certain details, that it may be worth while distinctly to say that *a very large part, at least, of what these writers seek has long been in practise in Oberlin College.* Almost at the very beginning of the College, at Mr. Finney's request, the Trustees put themselves on record that they would not interfere in the internal management of the institution, that that should be left distinctly to faculty control. This action has been reaffirmed since, and the Trustees have been unusually true to its spirit throughout the College's history. The Councils of the various Faculties, made up of the permanent full professors of those Faculties, also elect directly committees both on all appointments and on the budget. Both appointments and budget are discussed in detail before the Councils, so that Council members have full opportunity to express their judgment not only concerning a proposed appointment, but also

concerning the distribution of the funds of the institution. The President is *ex-officio* Chairman of the Committee on Appointments of the General Council, and is always called in consultation on the budget; but his presence on these committees in no way coerces their action. The recommendations of these committees and subordinate councils go to the General Council, and the General Council recommends directly to the Board of Trustees. Professor Jastrow's suggestion of a definite system of salaries is also largely carried out. The salaries for the different grades of instructors are fixed, and all men of the same grade are treated in exactly the same way, without any chance for favoritism on the part of the President or the Board. All promotions, as well as new appointments, are made upon the recommendation of the Councils. It has even been true more than once in the history of Oberlin that the nomination of the president has come virtually from the Faculty, sometimes formally so.

It is also to be noted that the Prudential Committee which acts as representing the Trustees *in interim* is almost wholly made up of members of the Faculty, and has necessarily to pass, in practically final form, upon many important measures affecting the College life. In line with Professor Jastrow's suggestion, the Prudential Committee have for many years met with the Trustees at their regular meetings.

The writers quoted do not, of course, intend to say that the extent of autocratic power given to the president in many institutions is always used in an offensively autocratic way; but they do contend that a more wholesome situation would result where this autocratic power was not bestowed. Certainly in the judgment of Oberlin's president, his office would be lowered, not raised, in dignity if he felt that his position was that of an arbitrary dictator, rather than of a leader heartily

coöperating with all those associated with him in the work of the College. He has no desire to be able to dictate policies, or arbitrarily to determine measures, or appoint or remove men; and he has no doubt that the highest service of the Trustees, as well as of the President, will be found in seeking the most considerate coöperation with the Faculty. For himself, he is certain that the best proof, that any policies he may urge are rational and thoroughly justified, is to be found in the fact that he can persuade a body of men of the intelligence of the Faculty, and, like him, committed to the best interests of the College, of the wisdom of the position he takes. If he cannot so carry the judgment of the Faculty in any given case, he believes that he has reason to think either that he is himself mistaken in the policy urged, or that the time is not quite ripe for that policy.

And he believes that the ability that the College has repeatedly shown to call and to hold strong men against calls to other institutions has depended not a little upon the fact that the Faculty here were given this position of power and dignity. For every man of the Faculty knows that he is free to take into open faculty meeting, and not simply through the President, any suggestion or idea that he thinks will be of advantage in the administration of the College. A member of the Faculty knows, too, that the methods of carrying on his own work will not be dictated to him, but that within his own department he will be given the largest degree of liberty, while at the same time he will be held responsible for the success of his work. This whole democratic policy insures not only greater self-respect on the part of the Faculty, but much greater pleasure and enthusiasm in their work, and a spirit of loyal and hearty coöperation with the administrative heads, in which the President finds the greatest satisfaction,

and which he believes is not likely anywhere to be excelled. His own conviction and experience, as well as the experience of the College under the policy, seem to him thoroughly to justify a method of administration fitly corresponding to the ideals of our national life. Doubtless a democratic form of government is in some respects the most expensive of all forms of government, and slower in reaching certain external results; but the expense of time and labor is more than justified by the resulting spirit of the institution, and its natural influence upon teachers and students; and when the policy is once heartily inaugurated, even external results are likely to come quite as rapidly as they can be thoroughly assimilated. In the end, wastes will be prevented also, for the whole Faculty are set to studying economic administration; and with large liberty, greater responsibility is naturally associated. With President Pritchett, Professor Jastrow, Mr. Munroe, and Mr. Stratton, the President has no doubt that this democratic policy tends distinctly to elevate in dignity the academic career, and to deliver the colleges and universities from a too external and commercial standard of judgment.

It may be added in this connection that, as shown by the extensive investigation of Mr. Leonard P. Wood, on alumni representation in college government, Oberlin stands also in the very front rank in the proportion of alumni participating in trustee elections and in the closeness of relation between the Trustees and Alumni, as well as between the Trustees and Faculty.

Important Official Actions

Several of the more important actions of the Faculty have already been recorded in the review of votes taken by the Trustees or by the Prudential Committee, and the more significant actions of the College Faculty have found place in the

report of the Dean of the College of Arts and Sciences. Two further votes of the General Faculty, however, deserve mention at this point:

January 8, 1907, it was voted that the summer school be considered hereafter as one session of the regular college year, but that it be in charge of a special committee as now, and its financial relation to the general budget remain as at present. As mentioned in the report of the Dean of the College of Arts and Sciences, the summer school now has a definite and permanent relation to the College not hitherto existing.

May 7, 1907, it was voted upon recommendation of the Committee on Commencement that the Faculty adopt academic dress for official occasions. In taking this vote it was understood that the action, so far as it concerned individual members of the Faculty, should be regarded as suggestive, not mandatory. This action is in line with the growing custom throughout the colleges of the country, and finds especial occasion in our approaching 75th Anniversary.

The *reports* of the Faculty, it will be remembered, are this year discussed in connection with the reports of the various heads of departments.

Outside Work and Lectures

The work done in this direction by the different members of the Faculty is in this year's report gathered together under a single head, rather than scattered through the reports of officers and teachers. In addition to the necessarily heavy work required of the members of the Faculty in their respective departments, time has been found for wide and varied forms of usefulness outside of the College.

Professor George Frederick Wright delivered a large number of lectures in various cities throughout the country on the general subject, The Harmony of Science and Religion.

Professor Root was Chairman of the Library Section of the Religious Education Association; presided at the Section

meeting at the Rochester Convention; presented a paper at this convention on "A Plan of Work for the Library Department." He was re-elected Chairman of the Section for another year. Professor Root served as a member of the American Library Association Committee on Library Training and was reappointed a member for a third year, and also as a member of the Ohio Library Association Committee on Coöperation of Libraries. With the help of Miss Metcalf a list of all periodicals indexed in "Poole" and other indexes was prepared for this Committee. This list will shortly be published by the Ohio State Library and circulated among the libraries of the state. Each of these libraries will report on the sets which are in its possession, and from these returns a union list will be prepared. Such a list will be of great service in facilitating inter-library loans. Professor Root also presented a paper at the meeting of the Ohio Library Association on "The Work of a College Library."

Mention should be made of the work done in Cleveland by Professor Bosworth and Professor Fullerton, whose Bible classes in connection with the Young Men's Christian Association have attracted marked interest and attention. In addition to these lectures of Professor Bosworth's in Cleveland, he delivered an address before the International Conference of Theological students at Dayton, Ohio, and a large number of addresses while on his tour in the Orient, including those before the World's Student Federation at Tokyo; at the Centenary Missionary Conference at Shanghai; and also addresses at Honolulu, and Seoul.

Dr. Leonard attended the meeting of the American Physical Educational Association and the Society of College Gymnasium Directors at Springfield, Mass. During the Easter vacation he delivered the third biennial course of ten lectures

on the *History of Physical Training* before the Y. M. C. A. Institute and Training School in Chicago. He gave also a course of lectures for six weeks in July and August on *The Theory and Practice of Physical Education*, in the Summer Session of Columbia University, assisted in the practical work by Mr. Edgar Fauver, '99, and Miss Bertha M. Hopkins, '04. These Oberlin graduates and Miss Maud A. Monroe, Instructor in Physical Training, also gave other courses in this same session.

Dean St. John represented the College on the following occasions: at the meeting of the New York Alumni; the meeting of the Boston Alumni; at a meeting of the Association of the Colleges of the Interior, Topeka, Kan.; at the meeting of Presidents and Deans of Ohio Colleges at Columbus, Ohio; at the meeting of the North Central Association of Colleges and Secondary Schools, Chicago; at the First Annual Conference of the Association of College Presidents and Deans of the North Central Association, Chicago; at the Fiftieth Anniversary of Michigan Agricultural College; at the meeting of the Intercollegiate Athletic Association of the United States, held in New York, and at two meetings of the Ohio Athletic Conference.

Dr. Hanna attended the Biennial Convention of the Young Women's Christian Association at Springfield, Mass., and the Conference of Young Women's Christian Associations at Silver Bay, where she gave an address on the *Need of Better General Organization and Supervision of Physical Training in Young Women's Christian Associations*.

Professor MacLennan read a valuable paper before the Philosophy and Psychology Section of the College Association at Columbus on *Pragmatism*.

Dr. Fitch delivered addresses before the Women's Board of Missions of the Interior; before the students of Milwaukee-Downer College; the Y. W. C. A. Convention at New York City; the State Convention of the Y. W. C. A. at Youngstown, Ohio; and before the High School students at Erie, Pa.

Mr. Charles W. Williams, in connection with his work as Assistant to the President, visited Alumni Associations in Chicago, Cincinnati, Boston, and Toledo, and delivered addresses before many Men's Clubs and Schools.

Associate Professor Adams while studying in Harvard University was Assistant in Astronomy in that institution, and Instructor in Physics at the Sargent Normal School of Physical Training.

Mr. W. F. Bohn, as Academy Canvasser, visited a number of High Schools in northern Ohio and made addresses in the interest of the Academy and College.

Instructor Armstrong read a paper before the Mathematics Section of the College Association at Columbus in connection with the work of his department.

An important service to the immediate community, to Cleveland and neighboring towns, and also to the country at large, is rendered every year by the members of the Conservatory Faculty.

Professor George W. Andrews gave important recitals in Topeka and Lawrence, Kansas; Springfield, Missouri; Toronto, Canada; Yale University; Greenwich, Connecticut; Spartansburg, South Carolina; Talladega, Alabama; Nashville, Tennessee; Kendallville, Indiana; Columbus, Toledo, Painesville, Elyria, Akron, and Cincinnati, Ohio; and in addition, five recitals at Oberlin. He was also official organist for the National Christian Endeavor Convention at Seattle,

Washington, and serves regularly as organist at the Second Church, Oberlin.

Professor Arthur S. Kimball has continued his service as Director of Music in the Second Church, Oberlin.

Professor William Kilgore Breckenridge was organist at the First Church, Oberlin, last year, and during his absence the place is filled by Mr. F. B. Stiven.

Professor Arthur Edward Heacox was last year Director of Music at the First Church, Oberlin, and Instructor Lehmann takes up that work for the present year.

Professor William Treat Upton filled the position of organist and director of music at the Calvary Presbyterian Church, Cleveland, Ohio.

Instructor Herbert Harroun is director of music and tenor soloist at the Second Presbyterian Church, Cleveland.

Mrs. Caroline Harter Williams appeared in a number of concerts throughout the country.

Instructor William Jasper Horner is Director of Music at the Methodist Episcopal Church, Oberlin.

Mr. John Ross Frampton is organist and director of music at the Woodland Avenue Presbyterian Church, Cleveland.

Mr. George Carl Hastings is organist and director of music at the First Congregational Church, Wellington, Ohio.

Mr. Karl Gehrkins is director of music at the Methodist Episcopal Church, Wellington.

Publications

The main publications of the Faculty for the year include: Professor Albert Temple Swing's *Life of President Fairchild*; a second edition of *Scientific Confirmations of Old*

Testament History, by Professor George Frederick Wright, and an edition in Dutch of the same work; a *Treatise on Simple Counterpoint*, and *Harmonization at the Piano* by Instructor Friedrich Johann Lehmann, and in cooperation with Professor Arthur Edward Heacox, Part V. of the *Heacox-Lehmann Harmony Text*, completing the work; and an historical novel, *A Victor of Salamis*, by Associate Professor William Stearns Davis. As already noted, the President's two volumes, one entitled *The Laws of Friendship, Human and Divine*, embodying the Haverford College Library Lectures, and *The Seeming Unreality of the Spiritual Life*, the N. W. Taylor lectures given at Yale University, are expected from the press within the next few months, the publication having been delayed by the pressure of other matters.

Besides these volumes reference should be made to the following articles published by the Faculty: Professor Currier's article in the *Bibliotheca Sacra* on "The Value and Uses of the Imagination in Preaching"; Professor Root's paper, "A Plan of Work for the Library Department," in the annual volume of the Religious Education Association, on *The Materials of Religious Education*; Professor Bosworth's article in *Religious Education*, "The School for Religious Leadership," and one in the *Biblical World* entitled "Conduct and Destiny"; Dr. Leonard's further chapters on the History of Physical Training: the second part of the "New Gymnastics of Dio Lewis (1860-1868)," in the *American Physical Education Review*; "Captain Alden Partridge and his Military Academies (1820)" in *Mind and Body*; "The Introduction of Calisthenics for Girls and Women (dating from about 1830)" in *Mind and Body*, and "Physical Training in Ancient Greece and Rome," in the *Physical Education Review*; to Professor Cole's "An Interpretation of Plautus *Trinummus* 368,"

in the *Classical Journal*; to Professor Cairns' Thesis for the Doctorate of Philosophy entitled *Die Anwendung der Integralgleichungen auf die zweite Variation bei isoperimetrischen Problemen*; Professor Fullerton's series of articles in the *Biblical World* through June, July and August, being expository material bearing on the current Sunday School lessons; also to an article in the *American Journal of Theology* by the same author in answer to a criticism of Professor König of Bonn; to Associate Professor Lynds Jones' treatise on "The Development of Nestling Feathers," presented for the Doctorate of Philosophy at the University of Chicago; to Mr. C. W. Williams' paper, published in *Religious Education*, "Patriotism as an Instrument for Moral Improvement in Our Public Schools." In addition to these articles, book reviews, editorial and other work of importance have been contributed to various publications by Professors Dickinson, Wright, Fullerton, Currier, MacLennan, and other members of the Faculty.

A number of musical contributions have been made by several of the Conservatory Faculty, including a Fourth Organ Sonata by Professor George W. Andrews (a series of Dr. Andrews' compositions is soon to be published); and a collection of *New Tunes for Favorite Hymns* by Professors Demuth, Kimball and Instructor Stanley.

Special Honors

Professor A. A. F. Johnston received the degree of LL. D. from Western Reserve University at its Commencement, June, 1906; Professor Lynds Jones received the degree of Ph. D. from the University of Chicago, in July, 1906; Professor Cairns received the degree of Ph. D. from the University of Göttingen; Dr. Leonard, a Diploma of Hon.

orary graduation from the Sargent Normal School of Physical Training.

V. ALUMNI

The publications of the College, the work of the Assistant to the President and of the Secretary, the work of the Bureau of Appointments, the Alumni Magazine, the quinquennial list of Alumni, the catalogue of non-graduate students, the card catalogues maintained in the Secretary's office, the Living Endowment Union, the large significance attached to the reunion feature of the approaching Seventy-fifth Anniversary of the Founding of the College, and the various successful alumni gatherings, all indicate the close relations which bind the College and its former students, and the extent and many-sidedness of their mutual interests.

Necrology

The obituary record of the alumni of Oberlin College for the year 1906-07 was once more carefully prepared by Mr. Luther D. Harkness, and published as a bulletin of the College, issued June 19, 1906. It contains concise sketches of forty alumni who have died during the college year; that is, the list does not contain the names of those who have died since the last Commencement. The number of deaths is exactly the same as that reported last year. The classes represented in the list range from 1839 to 1901, and the ages at death from thirty to ninety-five. Nineteen of those whose deaths are here recorded reached the age of seventy years or over, and eleven the age of eighty years or over. Four of the list are under the age of forty years. The oldest alumnus now living is Reverend Samuel Fuller Porter, of Oberlin, who graduated in 1836. He

is the only surviving alumnus of any class graduating before 1839. The full list of names follows:

CLASS		AGE
1840	Adams, Amos Barber	91
1882	Albrecht, George Eugene	51
1856	<i>Aldrich</i> , Clarissa Charlotte Hardy	83
1868	Ampt, Francis Calmot	58
1849	<i>Beattie</i> , Angelica Strong	78
1879	Boone, George B.	52
1839	Bristol, Sherlock	91
1893	<i>Browning</i> , Julia Anna Hotchkiss	37
1862	Carruthers, George North	73
1850	<i>Chapman</i> , Clarinda Parmele	82
1896	Cheney, Benjamin Royal	37
1844	Daniels, Simeon Short	85
1877	<i>Fleming</i> , Addie Eliza Adair	50
1877	Goodsell, Evander Joseph	55
1871	Hatch, Azel Farnsworth	58
1888	Hayes, Gregory Willis	40
1850	Haywood, John	81
1849	Jones, Horatio McClean	80
1894	Ketcham, Lillian	36
1857	Morrison, Nathaniel Jackson	79
1839	Nichols, Danforth Bliss	90
1854	<i>Patton</i> , Sarah Allen	76
1878	<i>Pay</i> , Annette Isadore Burr	49
1901	<i>Pettibone</i> , Rena Emily Gridley	27
1866	<i>Porter</i> , Harriet Ann McClelland	64
1839	<i>Putnam</i> , Sarah Colton Capen	88
1850	<i>Remington</i> , Mary Frances Ellis	77
1879	Renshaw, James Budden	58
1865	<i>Roberts</i> , Martha E. Koons	67

CLASS	AGE
1885 <i>Rodger</i> , Mary Anne Waddell	50
1851 Rogers, John Almanza Rowley	78
1860 Sampson, Benjamin Kellogg	71
1863 Smith, Judson	69
1866 Southard, Mary Ann Calista	82
1881 Spoor, Eddy Herbert	48
1859 Stebbins, Homer Pease	76
1897 Taylor, Thomas Maynard	33
1845 White, Isaac Cushing	85
1893 Williams, Benjamin Thomas	42
1873 <i>Zinkhan</i> , Ella Rose Bishop	53

It is impossible for one to run over this list with any knowledge of those whose names are here recorded without recognizing the large service that has been rendered through the alumni, to the work of the world.

It is difficult to choose out names for special mention in such a list; but it may perhaps be said, without making invidious distinctions, that the national and international character of the work of such a life as that of Dr. Judson Smith; the long and remarkable careers of such pioneer preachers as Rev. Sherlock Bristol and Rev. Danforth B. Nichols, both of the class of 1839; such quality of service in the different professions as that of Rev. George E. Albrecht of the older men, and Rev. Benjamin R. Cheney of the younger, in the ministry; that of Dr. E. J. Goodsell in medicine, that of Judge Francis C. Ampt, and Mr. Azel F. Hatch in law; and such high womanly service as that rendered, in widely scattered college generations, for example, by Mrs. Putnam of the class of 1839, Mrs. Patton of the class of 1854, and Mrs. Browning of the class of 1893,—all these may be fairly taken as simply

indicative of the service rendered generally in many lines and in many places by the alumni.

Copies of the Necrological Record were distributed at the general alumni meeting, and sent in limited numbers especially to members of the classes particularly concerned. Other copies of the bulletin can be had upon application to the Secretary. It seems well worth consideration whether it may not be well to have this entire series of sketches published in connection with the annual reports, as an important part of the record of the year.

Living Endowment Union

The report of the Assistant to the President shows the large gains that have been made during the year just past in the contributions to the College through the Living Endowment Union. No movement in connection with the growth of the College seems to the President more important or hopeful than this; and he earnestly trusts that the day is coming when the Union may enroll a very large proportion of all the graduates of the College, as well as very many of its non-graduate students. The money which comes to the College in this way is the most valuable money that it can receive, for the very reason that it comes from a natural and genuine interest, and so means investment of personality as well as investment of money.

This Living Endowment Union has been of great value in helping to the recent rapid growth of the College, just because the income from it has been immediately available for existing needs. There is constantly needed undesignated money for expenses, not necessarily large, but continually recurring; and it is a matter of deep concern to the College that it should not come to rely for this support upon a few great givers, instead of upon a large constituency of regular, small

givers. The classes graduating in the last three or four years have set a notable example in this direction. Almost the entire membership of these classes are including a modest subscription to the College in the list of their regular benevolences. The Living Endowment subscription, in each case, with these later classes, carries with it the *Alumni Magazine*. It is earnestly urged with these later students that the sum subscribed should, in every case, be small; since it is not desired that the payment of it should ever be felt to be irksome; for the very interest of the College requires that the relation in which the alumni thus stand to it should be thought of with pleasure, and not with distaste. The President believes that we are only at the beginning of the possibilities of this Living Endowment movement, and he looks forward to seeing the income from this source greatly augmented, without adding appreciably to the burdens of our very large and generous constituency of alumni and former students.

The policy adopted by the Union of sending the *Alumni Magazine* in connection with even comparatively small annual pledges is beyond any doubt thoroughly justified. For no support of the College is quite so well worth while as that which is intelligent concerning the exact present condition and needs of the College. And the President desires to recognize here once more the great service that is being rendered in this way to the College through the *Alumni Magazine*.

Proportion of Marriages Among Women Graduates

The question of the proportion of marriages among college women has received such warm discussion during the year just past, that it may not be without interest to bring into this record of the year the exact figures, as compiled from the alumni records of Oberlin, as the college that has furnished

college education to women for a longer period than any other institution in the world. It would of course not be fair to include the most recent classes. But the alumni records in the possession of the College show that from the class of 1838 to that of 1895 inclusive, 1345 women graduated from the college. Taking no account of those whose deaths may have occurred soon after graduation, the figures show that of this number 953, or over seventy per cent, married. And the number of divorces is believed to be very small. That is the proportion of marriages, and the success of the marriages have been good.

It seems not improbable that co-education itself has had not a little to do with this result, as it naturally tends, in the first place, to a better knowledge by men and women of each other, and tends to bring together in this close association of marriage those of like ideals and interests. Even where the two have not been college mates, their attitude toward each other is likely to be saner, more intelligent and more genuinely respectful, where either one has been educated with those of the opposite sex. The spirit of the College must also have its effect here, especially if it maintains a persistent and earnest Christian protest against an exaggerated and egoistic individualism upon the part of either the man or the woman. And both respect and sympathy are more likely to be developed where men and women are educated side by side.

Class Gifts

The Treasurer's report contains for the first time a detailed list of gifts of classes, that is itself both interesting and suggestive. It is not intended that in connection with the celebration of the 75th Anniversary there should be any solicitation, whatever, of gifts. But the President is interested in

knowing that a number of classes are planning for some special gift to the College at that time. There are a number of special needs requiring comparatively small sums of money, almost any one of which a single class might easily assume. The President, or his Assistant, or the Secretary of the College, or the Dean of the College of Arts and Sciences, will be glad to confer with the representatives of any class concerning such a gift. These gifts are coming to be somewhat customary in connection with the special anniversary years of a given class, and the College prizes very sincerely this further evidence of interest and loyalty on the part of its Alumni. One recent class, for example, is planning to give what is necessary to erect a really beautiful pulpit, under the designs of the architect, in the new College Chapel; and another class seems likely to undertake some special gift in connection with that building.

All this is intended as merely suggestive in the case of particular classes, and not at all to inaugurate a general money campaign in relation to this Seventy-fifth Anniversary.

VI. ADVISORY COMMITTEES

The entire list of the Advisory Committees is again published, with a list of the Trustees and the trustee committees, as an important part of the records of the year. The work of these committees, as the name implies, is often best accomplished by personal suggestions to teachers in the departments concerned, and the College recognizes gratefully all the help that has been thus rendered. Knowledge, conference and counsel, as well as a formal report, are earnestly desired; and it is probably not at all necessary that an extended report should be made every year. A number of these committees have done important service in bringing valuable changes to

pass, and more work of the same kind is confidently to be looked for in the future.

The Advisory Committee on the Academy have been especially careful and full in their recommendations. There is practical agreement on the part of the Principal and Faculty of the Academy and of the administrative officers of the College in the recommendations of the Academy Advisory Committee, and their recommendations have already been put into force to a considerable extent and to the very limit of the present resources of the College. The Principal definitely comments upon previous recommendations of the Academy Advisory Committee in his report.

In line with the Committee's recommendations, it may be here stated that arrangements have been made for increased outside representation of the Academy through the Secretary to the President. Free scholarships are provided in the Academy in the same sense in which they are in the College. The standard for appointments to the Academy Faculty is held as high as it can be with the salaries that can now be offered. An increased number of men teachers have been employed, though the academy finances have not allowed much increase in salary. The appointment of Associate Principal Adams is a large step in advance. Two special academy houses have been maintained, and the Academy Faculty would be glad greatly to extend this policy as rapidly as possible; but an increase of nearly one hundred per cent within eight years in the attendance in the College Department has brought extraordinary pressure upon all dormitory accommodations in the town. Laboratory work in the sciences, including elementary Physics, is thoroughly given. The equipment for shop-work tarries in the Academy as it does in the College, for lack of means; but a good course in mechanical drawing is offered. The great

need of the Academy, as the Advisory Committee clearly sees and suggests, is for larger endowment and separate buildings and grounds, with their naturally correlated different supervision and discipline.

The Advisory Committee on the Conservatory believe that the rapid advances made in the educational rank of Conservatory students justifies them in recommending through the Faculties, that with the beginning of the next year the College entrance requirements be made the requirements for full entrance into the membership of the Conservatory. The President has already indicated his belief in such a policy, and in the entire possibility of its achievement in a very short time.

The Advisory Committee on the Theological Seminary review the changes and work of the year, and heartily coincide in Dean Bosworth's recommendation of the desirability of the establishment as soon as possible of a Chair of Comparative Religion and Christian Missions and of endowment for the student employment fund. With reference to Council Hall, they suggest that "individuals and churches be asked to refurnish separate rooms, which may bear their names." The Committee endorses, as well, the Dean's suggestion of the need of providing at least one graduate fellowship.

The Committee on the Physical Sciences reviews the reports in the departments involved,—chemistry, geology, physics, and astronomy,—and recommends that Professor Jewett's proposed changes in the chemical laboratory be considered at the coming meeting of the Board; that Dr. Branson's request for an annual appropriation of \$50 for the purchase of equipment be granted; and that the question of provision for shop-work for the first two years of the technical course be again carefully considered by the Trustees. There

can be no doubt of the desirability of all these recommendations.

The Advisory Committee on Botany notes the high quality of work done in that department, but earnestly recommends some further relief of the head of the department by another appointment.

The President is inclined still to recommend that the membership of the several committees remain unchanged, and that members of these committees whose terms expire with January 1st, 1908, continue their service for another term of three years.

VII. STUDENTS

Attendance

The attendance of students for the year past has been quite fully treated in the Secretary's report. The attendance for the fall term shows that the enrolment in College is exactly the same as for last fall, and indicates a gain of about 50 in the institution as a whole. As suggested last year, in spite of the very large enrolment in the entire institution, the students are so scattered among the different departments and different deans as not to make, in general, the number assigned to any one officer abnormally large. It seems entirely possible to have wise supervision even with the present large numbers. The only places at which the numbers seem perhaps excessive for the best conduct and supervision is in the number of women for whom the Dean of College Women is responsible, and the number of women for whom the Dean of Conservatory Women is responsible. We have also quite reached the limit of good dormitory provision for women, and the pressure for additional recitation and lecture rooms is also considerable.

In some departments of instruction, also, the number of students could hardly be further increased without an increase in the teaching force.

Breadth of Constituency

The Secretary's figures make it plain once more that the breadth of constituency for which Oberlin has always been remarkable is fully maintained. As has been said before in this report, in a sense true of very few colleges, Oberlin remains thoroughly national in its constituency, not merely because for the last year, for example, forty-six states and territories were represented in its student body, and eleven foreign countries, but also because a full half of its enrolment steadily comes from outside of Ohio. That this showing should be maintained in the face of steady growth, and through a long series of years, indicates a distinctly unusual breadth of constituency for a college. This very fact, that the students come from homes in all parts of the country, helps directly to cultivate in the student body a national, as distinct from a sectional, consciousness; and the fact that there is always present at Oberlin so considerable a representation from families of widely scattered foreign missionaries, and that quite a number of the ablest of these foreign missionaries make their homes in Oberlin during their rest year, helps both the College and community in a rather rare degree to a world consciousness, as well.

Health

The general health of the students during the year 1906-07 has been on the whole remarkably good. As in most of the years of the College's history, there have been few cases of serious illness, and only two deaths, those of Miss Mildred Louise Arnold of the class of 1909, from typhoid fever, con-

tracted during the vacation away from Oberlin, and of Mr. Cornelius Clark, an Academy student, who was accidentally killed, also during the vacation.

It is a matter for sincere congratulation, that during the year it has been found possible to start a hospital in Oberlin, to which students, as well as citizens, may be admitted. The beginning made is a very modest one, but it does bring distinct relief to the College at a very important point. One of the greatest needs of the present hospital, as Dr. Jameson says, is an additional "cottage for isolation and proper treatment of contagious diseases." A college ought not to be without some such immediate possible relief. The attention of the Alumni is particularly called to Dr. Jameson's article on the hospital in the November number of the *Alumni Magazine*. Gifts to this hospital would be of direct help to the College as well as to the community, so long as the College has no hospital of its own.

Athletics

The general subject of athletics has been already fully considered in the report of the Director of Athletics, and the comments upon that report. Great gains in the general situation have been made through the adoption of the new football rules, and it is quite true to say that the athletic situation in the College, and in Ohio generally, has probably never been so satisfactory as in the year just beginning. Some further steps in the direction already indicated by the Director of Athletics ought still to be taken. Oberlin has had, both in the year under review and in the football season of the current year, one of the cleanest, straightest and most satisfactory professional football coaches that could be desired, and the College's own appointed Director of Athletics has been in im-

mediate charge. But it must be still recognized, it seems to the President, that the employment of a hired, professional coach at all is not to be regarded as permanently desirable in college athletics; and it is quite plain that the salaries of these professional coaches, even on Oberlin's own comparatively modest scale, are out of all reasonable proportion to the salaries of instructors in college. Such a situation is not capable ultimately of rational defense by any college man. It is, of course, difficult for a single institution to act alone in this matter, but it is certainly to be hoped that it may be possible soon, at least in Oberlin athletics, to do away entirely with the paid, professional coach.

Scholarship

It is probably true to say that the scholarship among students of all departments was never looked after more carefully than at present. The work done in the Theological Seminary is hard and thorough, and of the quality that may rightly be demanded from a professional school of the highest rank. The Academy standards are high; and the Conservatory, as noted in their reports, has made a notable advance in the raising of its literary standard, and is fully maintaining its high musical standard. In the College special attention has been paid to this point in recent years. The appointment of a Committee on Failure in Scholarship with the careful work done by that committee is one indication of this care. The reports, made back to the schools from which they have come, upon the work of the first semester of all freshmen, is another indication of the same care. As some inspiration to high scholarship, the Faculty voted in 1906 to publish a list of the ten freshmen standing highest in the first semester's work. The list for the year under review finds place in the report of the Dean of the College.

Another recent and important step in the same direction should here find record. It was the natural desire to make certain that scholarship did not fail to get its due recognition in the college life, as compared with the naturally engrossing and more public claims of athletics, oratory, debate, and other interests, that led the Faculty to plan for the establishment in Oberlin of a chapter of the United Chapters of Phi Beta Kappa. As is well known, this society may be said to exist exclusively for the promotion of high scholarship. It requires of all colleges recognized by it high standards along every line, and the recommendation at the same time of several colleges already recognized by the United Chapters. Oberlin was able fully to meet these conditions, and by the hearty vote of the United Chapters at the last meeting, was admitted to the privilege of a chapter. The public bestowal of the charter, and the inauguration of Oberlin's chapter occurred Friday, November 8. An address was given by the President of the United Chapters, Professor Edwin A. Grosvenor, of Amherst College. The conditions on which the Oberlin chapter should be organized were clearly defined by the Faculty, and given in last year's annual report. The Oberlin chapter is to be entirely non-secret, and, it should be noted, is not an undergraduate society. It is made up of the Phi Beta Kappa members of the Faculty, and the eligible members of the different classes are elected and admitted to the society only just before graduation.

Literary and Musical Activities

It should not be forgotten that the regular work of the literary societies, maintained in both the College and Academy, is steadily going forward. The much larger attention to the essay, debate, and oratory now given in regular college

courses as compared with the earlier years of the College, naturally renders the society work somewhat less prominent than was earlier the case. But the societies have a valuable work to do, and there is a kind of service that students can thus render to one another that can hardly be fully given by any class instruction. A number of the Conservatory students in more recent years have also shared in the work of the literary societies. These societies are genuinely what their name suggests, centers for real literary work, and are not simply social clubs, though they are doing also a valuable social service.

The large amount of voluntary work done along lines of oratory and debate in the preliminary contests, under the supervision of faculty committees, should also be noted in this connection. These preliminary contests have supplemented in a marked way the work both of the college courses and of the literary societies. The preliminary contests in both oratory and debate look, of course, finally to the annual inter-collegiate contests. But their greatest value is in the incidental training given to a considerable number of men in these two fields.

Another side of literary activity of the students has grown noticeably in the last few years. Both the senior and the junior classes, under the careful supervision of the Professor of English, have undertaken the presentation,—the Juniors in connection with their Thanksgiving party, and the Seniors in connection with their annual class day,—in a really worthy way, of some thoroughly good plays. Under the direction of Instructor Louis E. Lord, the class in Greek 3 presented very satisfactorily the *Clouds* of Aristophanes in English. The music for the play was written by Instructor O. A. Lindquist, but the admirable translation and the details of the presentation were the work of the students them-

selves. There is, of course, always danger that activities of this kind will call for an undue amount of time and attention from the students, but carefully supervised as they have been, the presentation of these plays has seemed to add to the college life an element not only of real interest, but of genuine cultural value.

Literary clubs maintained in connection with different departments of instruction, and the large Civic Club organized last year by many men of the College, should also find mention here. The quadrennial carrying out of a mock Republican convention is an associated line of student activity. In some of the past conventions notably strong work of a high order has been done by the participants in the convention. The later conventions have hardly maintained the earlier high standards. It is hoped that the convention next spring may revive the earlier traditions and give no critic the chance to feel that the matter is chiefly a burlesque rather than an occasion of real educative profit.

The *musical activities* of the College, from the very beginning of its history, have had an important contribution to make to the college life. They long furnished the chief æsthetic interest generally felt by the College and the community. And while other æsthetic interests have made themselves felt in the later years in a marked way, the musical interest still remains perhaps the most important single artistic interest. It would, of course, hardly be possible to keep this musical contribution so strong and high, except for the presence of the Conservatory of Music. The Conservatory maintains for all the students of the institution free choral classes, where instruction in the elements of vocal music is given. The various church choirs are large, and their membership composed chiefly of students of the different departments of the College. The *Musical Union* derives its mem-

bership from the choirs and a number of mature singers of the Faculty and community. The leadership of the professors of the Conservatory in all this musical development is of course plain. The work of the Musical Union naturally culminates in its public concerts at the Holidays, at the May festival, and at Commencement; and the character of the productions rendered on these occasions is itself evidence of the high quality of the work of the Union under Professor Andrews' able leadership.

The men's *Glee Club* of the College is a purely voluntary organization, that is generally admitted to do from year to year work of superior quality. It also greatly profits by the presence of the Conservatory. The Glee Club not only adds not a little to the pleasure of many public occasions during the college year, but also represents the College with distinction in the concerts given during vacation time in different parts of the country. The impression left by the Club in the different communities in which it has appeared has been a thoroughly good one, both musically and personally. The College has never had to apologize either for the music or for the conduct of its representative Glee Club.

The Moral Life of the College: Principles and Ideals

In place of the ordinary sections of the report, on discipline and the social and religious life of the students, the President ventures to transfer to this permanent record the main portions of the statement, made for the *Alumni Magazine*, of what he understands to be the great underlying principles of the policy of the College in its relations to the moral life and character of its students. He recognizes that there is much question on the part not only of the alumni of Oberlin, but of many other colleges as to just what policy ought to prevail

as to this most important side of American college life; and he has felt, therefore, that, for the sake both of himself and of his colleagues, he would be glad to have Oberlin's alumni know the spirit which it is intended, at least, should control the policy of the College at this point.

I. In the first place, one must recognize *the changed conditions* which we face to-day, as compared with those of years ago. A number of factors are here involved. First, there is *no possible isolation* now, such as was possible during the early years. We stand in closer and inevitable relations to the outside world; and we stand in similar closer and inevitable relations with other institutions. We are now and must ever be a part of the world for good or for ill. There can be no artificial simplicity.

Our problem is further complicated by the fact that we draw our students from a much *more diverse constituency* probably than years ago.

Then there is a smaller proportion of citizens sharing, by personal influence, in their homes, in work for the students, than was naturally true in the early period of our history. The problem of moral influence is thrown more completely than ever before upon the College forces alone.

There has been, also, a *great change in the number and rank of students*. In 1878-79, for example, during the administration of President Fairchild, there were in actual attendance at one time six hundred and fifty-seven students. To-day, at a corresponding time of the year, there are in actual attendance seventeen hundred and one, more than a thousand more. Moreover the proportion of students of full college rank in 1878-79 was hardly more than a fourth; now it is more than a half—something like two hundred then as over against more than a thousand now. This means that the student body of to-day cannot be dealt with in exactly the same way as the student body of thirty years ago.

Then, too, there has been a *great change in feeling in regard to regulations* throughout the country—whether wholly justified or not—and this feeling alone made some of the changes in regulations of a few years ago no less than imperative.

But, more important than this, and than any of the changes of which I have spoken, there has been a *transition in real convictions*

that has been taking place through the country and through the world, a kind of reconstruction in our national life and in the life of the world. That means that every institution, like Oberlin, that looks to permanent results in character and life, has to face a kind of crisis. We are facing a new intellectual and moral world, and we can not help it:—a new world in which the scientific convictions of *law* and *evolution*, the psychological emphasis on *will and action*, our growing *democratic* inheritance, and the *social consciousness* have been increasingly influential.

Now the presence of these great convictions of this new intellectual and moral world, has made it inevitable that, in our treatment of moral questions and of all questions of control, we should feel compelled to regard the problem as less arbitrary, less one of mere manipulation; and feel obliged to recognize, in the first place, the presence of *laws* inevitably at work here, and the need of *growth*, and of time and materials for growth;—character and civilization are not to be made to order. In the second place, it means that for character and life, we are to depend less on stirring introspection in the individual, and more on the great *positive objective* forces. In the third place, it means that in consequence of this inevitable, democratic inheritance, felt in America as nowhere else in the world, we are all increasingly *resentful of domination* of ourselves by others and we are less ready to use that domination with others. And, in the fourth place, it means that we are more *reverent of the liberty and personality* of the other man.

Because, then, of these great changes and convictions, the college problem has become a really greater and more difficult one than in pioneer days. One can quite sympathize with those who wish that we could get back to simpler conditions. But we may not shirk the difficult task, nor admit that our Christian ideals cannot conquer the more complex situation.

The problem, then, is really this: Can we carry over the best ideals of the past, with correction of mistakes, so far as mistakes have been made, and so be found as true to our times as our fathers were to theirs? If that is to be done, there can be no unchanging conservatism on the one hand, and no unthinking radicalism on the other.

II. What, now, does the facing of this new intellectual and

moral world mean for us here in Oberlin? Let us say, first of all, that there are some *things it does not mean*.

In the first place, this facing of the moral and intellectual world *does not mean the abandonment of the highest Christian ideals*. Their presence is really the one great reason for the existence of the College at all. These are our *strongest motive*; to embody them our *highest aim*. The question raised is only a question of method, as to how these Christian ideals may be made most effective, and may be embodied most surely in every phase of college life; but, in the light of these great modern ideas of which we have been speaking, it is at least clear that we must seek primarily character, and not mere outward conformity.

In the next place, the facing of this problem *does not mean the abandonment of the principle, or of the sense of the value, of law*.

So far as I am able to see, law, in the state and society at large, has three great functions. First, most obviously, it is intended to secure, through its penalties, the outward observance of regard for others' rights. Second, the laws of a people are a kind of inheritance of judgments of worth from the past. In Lotze's language, the past centuries have "preserved and matured certain spiritual forces of objective validity, which they have handed down to us in the treasures of science, art, law, and religion. It is these which help the nobler minds to recognize that close connection between all the most sacred spiritual possessions of men which the individual could not discover unaided, whilst they keep baser natures within bounds as a system of institutions, which, though uncomprehended, happen to have the authority." Law, it is to be noticed, by no means stands alone in this great service, but it does certainly share in it.

Third, the pressure of such institutions and laws undoubtedly tends to effect even the inner character of the people living under them. One may say of them, as Wundt has said of the rules of good manners and of social intercourse:—"Their repression of the outward signs of inconsiderate selfishness and their constant emphasis on regard for others as the norm of social demeanor, give them a lasting control over the *inward disposition*. More urgently, because more unremittingly, than sermons on morality and disquisitions on the moral law, they exhort every one of us to leave selfishness and respect his neighbor's rights." This reaction of conduct on the inner attitude has a sound psychological foundation, and must fairly

be recognized. This influence is partly unconscious, no doubt, but to have the largest value, it must become conscious and voluntary, and the laws must not seem too arbitrary and needlessly multiplied, if they are to secure respect.

Now, there is to be, in college administration, no denial of the value of law in any of these three directions: but a distinction is to be made between the necessary value of the sense of law and the only incidental value of particular laws. The question raised is only a question of how far it is best to use external enactment.

In the third place, the facing of the new moral and intellectual world *does not mean the substitution of university for college ideals*. Let us be clear at this point. The university as such, pure and simple, has an exclusively intellectual aim, and assumes that its students are all fully matured, and consequently, that the university has no responsibility for the character and conduct of its student body.

On the other hand, the college ideal I suppose to be something quite different; although it may not for an instant excuse shabby intellectual training on the plea of its moral and religious work; rather the intellectual work of the college should be so unmistakably high as to need no excuses. But the true function of the College, as I have defined it elsewhere, is "to teach in the broadest way the fine art of living"; it is "to give the best preparation that organized education can give for entering wisely and unselfishly into the complex personal relations of life, and for furthering unselfishly and efficiently social progress." That is, I do not believe that the College fulfills its function unless its students are trained to become the "social leaven of the nation."

The *means* that the College intends most of all to use for the carrying out of this ideal are in the main three: First, a *complex life*—that is, a life sufficiently complex to bring the student face to face with the fundamental facts of life, and sufficiently complex also to call out the entire man; second, the use at every possible point of *expressive activity* on the part of the student; third, the dependence most of all upon *personal association* and upon putting the student face to face with great personalities, including the supreme personality of Jesus Christ.

The *spirit* implied in such a function of the College must be, in like manner, three-fold: First, *broad* and *catholic* and yet *discrimi-*

nating among the values of life; second, thoroughly objective, rather than throwing the student back upon the thought of himself in an introspective way; third, *democratic, unselfish*, and finely *reverent* in its personal relations.

This seems to me, speaking briefly, the function of the College as over against the university. Now for this function, for these means, and for this spirit, I suppose Oberlin College means to stand; and I believe it can be truthfully said that the College never stood more surely than now for these ideals.

Once more, then, it is a question of method; and I suppose that there is, in consequence of the great new convictions, of which I have spoken, the feeling that we must increasingly substitute personal association and moral appeal for external legislation. That is no abandonment of College ideals; it is only carrying further the great ideal for which the College stands.

Again, the facing of our new problem *does not mean student government*; and that for the sake of the students themselves. In the first place, the Faculty has a certain responsibility here which it has no right to abandon. It could not if it would. In the second place, it has no right to lay so heavy a burden exclusively on students in the process of their education. In the third place, if this burden were so laid upon the students, the student officers would soon come to be separated from the general student body in the same way in which the Faculty are in danger of being separated. In the fourth place, both students and Faculty are involved in the College community, and so ought naturally to coöperate heartily in securing the best ends. This seems to me the meaning of the student senate, of house government plans, and similar movements; they are all parts of a consistent attempt to enlist heartily the coöperation of the student body in securing the highest aims in College life. And I believe that already gains are being made at this point.

III. I turn now to the *positive aims in the transition to the full recognition of the new world*—the positive aims which the college sets before itself in this transition time. They may, perhaps, be said to be, the aim to embody the new Puritanism, and the aim to be true to the highest conception of fatherhood.

In the first place, our aims look to a *new Puritanism*. That suggests, on the one hand, that there are certain things that we ought

to retain from the Puritan fathers, and there are certain things that need to be abandoned. We must pass to an ideal larger than that of our Puritan ancestors; we should not be worthy to be their sons at all, if we were not able, in that sense, to be somewhat more than they were. They would themselves have failed in their work if it were not possible for us, standing on their shoulders, to see a little further than they saw.

Positively,—to put the matter with the greatest brevity, that means that we are to *keep* the Puritan's *sense of God and of the spiritual world*. The world needs nothing so much, and the community needs nothing so much, as men who have the prophet's vision, who are seers, for whom God and the spiritual world are profound realities, in the midst of which they perpetually move; and the world owes a debt which it can never repay to the Puritan fathers, because they brought in everywhere this sense of God, and of the spiritual world.

We are to keep as well the Puritans' *sense of commission*, the feeling that they were apostles, "sent from God." There is no greater epitaph ever anywhere written than that which stands in the first chapter of John the Evangelist to the memory of John the Baptist: "There came a man sent from God whose name was John." And the Puritans had the same sense of commission, that meant the sense of calling, the sense of mission and the sense of message.

We should retain as well from the Puritans the *sense of responsibility and of accountability*, and that involves the conception of law and duty, as forever translated into the personal will of God. Law and duty become thus glorified for us as they can be glorified in no other way.

We must keep also, the Puritans' tremendous *sense of the significance and value of life*, growing out of the points already mentioned; for the man who has the sense of moving in the presence of God and of the spiritual world, who has the sense of being commissioned by God, and who has the sense of responsibility and accountability, realizes the significance and the value of life. He believes that he is "called to an imperishable work in the world."

Now I hope that it is true that the College is standing as truly as ever it stood for these great Puritan positives.

On the other hand, the new Puritanism seeks to *correct certain Puritan mistakes*. We are to avoid the Puritans' *lack of tenderness*

and love, while at the same time we avoid the opposite danger of sentimentality. That is, while we keep the sense of law in the moral world, we must also keep the sense of love, we must let the great conception of the fatherhood of God have way with us—and it cannot be said that the Puritans ever came to the full sense of the fatherhood of God.

We must avoid, further, the Puritans' *narrowness*—for at certain points we must admit that they were narrow—and at the same time we must avoid a false tolerance. We must keep, along with breadth, a certain discrimination. For an indiscriminating narrowness is not corrected by an equally indiscriminating breadth.

We must also avoid their sometimes *false asceticism*, while at the same time keeping alive to the danger of a false realism. An asceticism that tends to value suffering for its own sake, and regard the body as evil *per se*, we may well avoid; but we shall fall far short of the moral achievements of our Puritan ancestors, if we forget the value of a true self-denial. Clearly, we are to keep all that self-denial which is valuable for our own highest self-development; and not less, all that self-denial that is valuable for the help of others. And not less must we retain all that self-denial which enables us to keep the relative goods in the relative place, according to Christ's great principle, "Seek ye first the kingdom of God." And once more the new Puritanism means the recognition of man's heroic mold, that he is really made for action, made for self-control, made for conquest, and that in the long run he can not be satisfied—man that he is—with less than that.

Now, it is this new Puritanism that keeps the great positives of the Puritans, and, at the same time, corrects their mistakes by the great positives of the new world,—it is this new Puritanism at which the College aims in this transition time.

Perhaps the aim of the College in this time of transition in ideals, may be put still more simply by saying that it strives to bring its work into conformity with that *true conception of fatherhood* which steadily seeks to call out self-mastery, self-possession, voluntary achievement, and so tends to replace more and more external enactment by inner appeal.

Now in the light of these principles, let us ask, *Just when is external regulation rightly resented?*

IV. I think it must be said first of all that regulation should *not* be resented simply as *regulation*. That would be to take a position of opposition to all government and law; for all community life necessarily involves some rules, written or unwritten. In Kant's words, "if law ceases, all worth of human life on earth ceases too." Some surrender of personal liberty is almost always necessary for the sake of the community, inasmuch as the interest of the community is above that of the individual. Reasonable regulation, then, is not rightly to be resented.

And yet there are plainly places where regulation is resented, and rightly. And, first, regulation is rightly resented in our *individual inner ultimate moral and spiritual attitude*. Here we are compelled to say with the apostles, "We must obey God rather than men." This is of the very essence of our modern and Protestant world; and it is not strange—so deep and so important is the principle—that we are tempted to carry it to the extreme of arbitrary self-will. This inner attitude college regulations do not touch.

Regulation would be, also, rightly resented when another, who plainly has no right of control in the circumstances, attempts arbitrary dictation of our conduct, as in hazing or in "fagging." That is to be resented as degrading to both persons. The college attitude here should be unmistakable.

So, too, it is right to resent regulation when, in a democratic society, some course has been prescribed by leaders, without consulting the whole body. To a certain degree, this principle is applicable in college life; for the mature conviction of the majority of well-meaning students, after thorough understanding of a situation, can not wisely be disregarded.

And again, regulation may be rightly resented, when even the legitimately constituted authority lays down a law in a way that seems like the laying of an external arbitrary will on our will, without reference to our good. Our will is not elicited, and the authority of reason and good will is not made plain. This principle has its plain applications in college life.

I suppose regulation may be rightly resented, too, when the rules seem needlessly numerous or detailed, and so infringe unnecessarily on individual liberty; or when an older person seems treated as a child; or when any regulation at all seems unnecessary or a reflection

on individual good sense or judgment. Here, too, college authorities must be on their guard, for needless multiplication of laws weakens rather than strengthens respect for law.

And, once more, regulation is to be resented, when it seeks to follow a man unreasonably into his private life and to dictate to him there. Here is a point of real delicacy, where the individual is rightly sensitive. Only important public interests could weigh against this consideration.

So far as I can see, resentment against regulation cannot reasonably arise at any other points.

And yet in all this there is plainly room for differences of opinion so far as detailed administration is concerned. The points raised involve careful discrimination and judgment in their treatment. There is no absolute rule that can guide us. We can only feel our way. The situation needs thoughtful care on the part of those who are trying to administer, charity on the part of those looking on, and suggestion and coöperation from all interested in the welfare of the college. None of us can be certain as to the wisdom of our judgment in these matters of detail; while yet we may be clear and confident as to our great aims.

No such differences of judgment as to methods of administration, however, can possibly mean any change in the great aims which, as a Christian college, we must set before ourselves. We are to stand for truth, for character, for Christ, for the Church. We stand for the unity and inviolability of the truth; we stand for character as the supreme interest in the world; we stand for Christ as the supreme personality of history and the supreme revelation of God; we stand for the Church as the one great world-organization for spiritual ends; and we stand for the highest Christian ideals in the individual and in society. Our differences are only as to the methods here and there to be pursued.

The Question of Religious Faith

For that great body of the constituency of the College who believe, with its founders and their successors, that the moral life finds its great source and inspiration in religious faith, the question of what the College is doing to bring its students into Christian faith is not less important than the

question of its moral life. Questions, more or less disturbing to religious faith, are quite certain to arise during the college course for many, if not for most, students. The college cannot hedge the student off from these questions; it ought not to do so, if it could. The student must not be able to say of the college that it did nothing to prepare him to meet points of view he was sure to have to face upon leaving college. The difficulties of religious faith are, therefore, not to be avoided in the college, but frankly, honestly, intelligently faced. And some time during the college course, most students ought naturally to make the transition from a faith which is theirs chiefly by inheritance to a faith that is more truly their own. The process will be slower in some cases than in others, and the outcome will not always be satisfactory; but, if the student is in earnest to find the truth and to be true to it, the outcome cannot be wholly unsatisfactory.

- The personal atmosphere of the college counts more than anything else at this point. If the men and women, who determine its spirit, are true men and women, and of genuine religious faith, with some real spiritual insight and power, there can hardly be conceived a better place than the college in which to come into thoughtful, reasoned, and deep Christian faith. Men and women of marked character-begetting power and of contagious faith are none too many anywhere, but Oberlin is not without those conspicuously strong at just these points. And no student who desires the help of men thoroughly acquainted with modern religious questions, and able to make the great things of religion real, rational and vital, need lack such help. The life-convictions of one man cannot, of course, be simply transferred to another, but genuine sympathetic help can be given, and is repeatedly given both publicly and privately.

Parents should be reminded that their sons and daughters must, at many points, face questions which for them, at least, are serious and comparatively new; and for the very sake of keeping a Christian faith that is at the same time both real and rational, will find themselves obliged to look at some things in a different light from that in which their parents have seen them. This may not at all mean that the College has failed in its trust at this point, but only that it has been the more faithful to it. Doubtless it is easily possible for teachers to be unsympathetic and heedless as to the real depth and seriousness of the disturbance in matters of faith that may be caused to some of their most earnest students, and we must be always on our guard at this point; but the President thinks it can be honestly said that there is no single member of the Oberlin Faculty who means to fail in this way.

For the rest, Oberlin has always contended that no education could be considered either complete or satisfactory that did not frankly and earnestly include the culture of the religious life. It has held that the chief aim of a liberal education was to bring a man into the ability to enter into all the great values of life with appreciation and conviction; and it has had no doubt that all these values ultimately go back to persons; and that the highest culture, therefore, is that culture which is able to enter into sympathetic appreciation of the highest personalities, peculiarly of Christ, the transcendent person of history. To assume that the moral and religious life thrives chiefly by resistance, is to abandon the very idea of education. It is plain, of course, that there must be resistance; but it will never be found necessary to search for obstacles to character and faith; and the mere stalwartness of character and faith which may come from resistance to obstacles, it should never be forgotten, can never make good

the lack of a *comprehensive and intelligently instructed faith*, that has felt the power of a wide range of motives and the inspiration of rich and varied personalities, and has thereby come into *broad and deep and skilful and delicate application to life of the moral and religious purposes*, as well as into mere stalwartness of purpose. Religious *education* of the highest type there must be, if the college is not to fail at the most vital point. And these convictions are intended to be controlling convictions in the organization and development of the life of Oberlin College.

As to particular means to this end,—less important than the personal factors, but not unimportant,—the College has counted the religious side of its work so important that it has been requiring of every freshman entering college a two-hour course in the Bible, taught last year by Dean Bosworth, the President and Dr. Fitch, and the present year by Professor Hutchins and Dr. Fitch. The freshman class prayer-meeting is in charge of these same teachers. And these arrangements are made just because the College wishes to be sure that these students are met at the start with a strong and sympathetic Christian influence. The College lays down, too, as the sole requirement of the senior year, a two-hour course devoted to the thoughtful historical and philosophical discussion of the Christian religion, to insure—what it seems to the President very few colleges do insure—that the graduate shall not go out without at least a thoughtful, intelligent knowledge of the Christian religion. The course is intended to be of help to the students in enabling them to find their way to satisfactory solutions of the questions of religious faith, which have naturally arisen as they have gone forward in their college course. As elsewhere indicated, the President has held himself for his own Sunday Bible Class in Oberlin, in order

that he might be certain to make the strongest contribution that he knew how to make in a positive Christian way to the spirit and atmosphere of the College and community. Numerous other arrangements in College are directed to the same end. The work of the College itself is strongly supplemented, of course, by that of the churches and of the Christian Associations in the College. These College Associations have been among the strongest and most effective of any in the country. Some indication of the real religious life of the College today may perhaps be found, also, in the fact that Oberlin apparently now leads all the colleges of Congregational affiliation in the number of men that it is actually sending into the ministry and into the foreign missionary field. Last year's Student Volunteer Missionary Band had sixty-seven members from the different departments of the College,—one of the very largest groups of the kind anywhere in the country. This enumeration might be continued. But it has seemed worth while to say this much to meet the inquiry that naturally arises in the minds of fathers and mothers, who must desire only the best for their children in this most vital matter of their religious faith.

Christian Association Reports

This discussion of principles may well be succeeded and illustrated by the reports of the Christian Associations for the year just past. The secretaryship of the Young Men's Christian Association was once more most successfully carried during the year by Mr. R. O. Bartholomew, of the class of 1905, and the secretaryship of the Young Women's Christian Association by Miss Lucy J. Hopkins, of the class of 1906. Mr. Bartholomew resigned to enter upon work in connection with the Cleveland Chamber of Commerce, and Mr. J. G. Olmstead, of the class of 1906, was elected in his stead.

The President believes that both these reports are worthy to be presented in full in this permanent record of the work of the College, because of the really great service that both Associations are rendering to the life of the College not merely religiously, but in many other ways. The Associations are worthy of the hearty support and sympathy of the friends and Alumni of the College; and each of the Associations deserves a building befitting their size and the importance of the work they are doing.

The report of the Young Men's Christian Association for the year is submitted by Mr. Olmstead, the Secretary for the current year, in review of the work of his predecessor:

The Young Men's Christian Association during the past year has continued its efforts to develop among the Oberlin men a healthful, religious spirit in all their college activities and in their personal lives.

At the thirty-six religious meetings during the past year there was an average attendance of 275. The meetings were led by students, professors and out-of-town business and professional men, philanthropic workers and missionaries. While the Association most strongly urges church attendance, it is probably true that owing to the removal of the rule compelling church attendance, some few men who could not attend both meetings are choosing our Sunday afternoon meeting in place of church service.

There were ten different courses of Bible study offered to students. Twenty-five classes were formed with a total enrolment of 251. Professor MacLennan's class in "Christian Origins," and the "Discussion Class" of Mr. Boyer, President of the Association, were features of the year and were especially effective.

Five mission study classes were carried throughout the year. There were thirty-eight men in the Volunteer Band. \$1,394 was pledged for Shansi, \$1,200 of which has been paid. If the work at Shansi is to be enlarged, if more men are to go as preachers and teachers, if more men are to be led to give for its support, then more students must be interested in mission study and in missionary lectures and literature. This department, as does the Bible Study de-

partment now, ought to have a man who could give part of his time in directing the work.

Four hundred and seventy-four, over three-fourths of the men in the institution, were members of the Association.

Exclusive of the Shansi fund, \$1,572.75 was raised during the year from membership, student, faculty and alumni subscriptions and the lecture by Judge Lindsey.

In the outlying districts four preaching services and six Sunday Schools were regularly maintained, the Sunday Schools having an average attendance of 146.

During the spring term an attempt was made to enlarge the boys' work by providing a gymnasium, baths and game room for them in connection with the Association office down town. The necessary supervision for this work was lacking and it was discontinued at the end of the year. One hundred and fifty boys were divided among ten clubs. Athletic contests, long tramps, social times and a camp in June were all successfully conducted.

The amount of work secured for the students aggregated \$7,050. Rooms were found for one hundred and thirty-eight men and boarding places for ninety-seven.

The Social Service committee sent a number of men to Cleveland to study the Juvenile Court and tenement house problem.

The usual socials and stags were held which did much to make the new men feel welcome and to develop a friendly feeling between all classes.

The Association sought definitely to help over five hundred men in regard to their personal lives. Fifty men expressed the desire to renew their allegiance to Christ, and thirty-three men pledged for the first time to accept the Christian life.

A number of the men were at summer Conferences and a few engaged in some special religious work during the vacation.

The Young Men's Christian Association of Oberlin College at present occupies two small rooms aggregating forty-five square feet of floor space. During the past year it occupied until April the office in Council Hall which it had maintained for three years previous; the remainder of the year, through the kindness of the Oberlin Christian Union, it had the third floor of a building in the business portion of the town. This proved unsatisfactory and a change was made to the present location at 129 West College street. The outsider judges

the Association by this material manifestation. It takes weeks to impress upon the new students the greatness of the Association work; a \$100,000 building would do it at first glance. The work under Mr. Bartholomew was very efficient, but not near what it might have been had he had adequate facilities at his command.

The Oberlin Association is one of the strongest in the country; it is the largest student enterprise here, and has placed upon it by the College the task of developing student morals, of finding worthy students means of support, and of caring for the social life of the men. What can an office with a desk and three chairs do towards this work, partly assumed by itself and partly placed upon it by the College authorities? This report shows. What it might do to develop the social and religious life of the men had it a building and equipment commensurate with the importance of the work, we may judge.

No one thing outside of a technical department will bring more men to Oberlin and do more to develop these men into strong, forceful, loyal students and citizens than will a building with endowment for the Young Men's Christian Association.

Miss Hopkins again reports the work of the Young Women's Christian Association:

The work done by the Young Women's Christian Association during the past year has been very satisfactory. More girls have allied themselves with our forces, and more have done service on committees. Over two hundred are thus employed, and plans for this year will increase that number. The number of paying members in the Association last year was 470,—an increase of 108 over the previous year. The outlook for the coming year is still brighter, thanks to the most efficient work of the Fall Campaign Committee.

We met the budget of \$1,162.66 successfully. The gift received from Mrs. Stevens in memory of her daughter, our former treasurer, has been used to furnish and equip a room in the Oberlin Hospital. This is called the "Mary Alice Stevens Room."

Our religious meetings showed a decided gain in interest and attendance. This fall the attendance is so great that we have sought larger quarters in Warner Concert Hall. Five hundred have been present at some of our meetings.

The enrolment in Bible Study was 150. The average attendance was seventy per cent of those enrolled for the first semester, and eighty per cent for the second.

Mission Study was also well supported; total enrolment 120. Our contribution to the Shansi fund was \$580. Number of contributors 430. As an Association we pay \$25 toward the salary of Miss Agnes Hill, a Y. W. C. A. Secretary in India. This fall we have sent a mission box, valued at \$25, to Mrs. Brown's school in Ceylon. We shall also send a box of baby clothes to some home mission field.

The Employment Bureau supplied forty girls with work, the cash value of which was over \$1,000. This year a new system of records is being kept, which aids greatly in this branch of the work.

The Extension Committee deserves special mention, for through it the girls gain practical knowledge of club and Sunday School work. Clubs were formed for young girls of the town, and much was done in providing wholesome recreation for them. The Sunday School Committee furnished regular and substitute teachers for classes in the churches. Forty families were remembered by the Philanthropic Committee in its distribution of food, clothing and toys at Christmas time. All our extension work is done in conjunction with the Associated Charities organization of the town.

The Intercollegiate Committee has been most faithful this year, and has made definite gains in all lines. Fifteen girls attended Summer Conferences; fourteen, the State Convention at Youngstown. The Cabinet Conference for denominational colleges was held here in May. The Press Committee issued the Y. W. C. A. number of the Review.

The Social Committee planned and carried out several large parties, the most notable of all being the Festival of the Seasons given at Christmas time. We aim to give one party each year to which the public is invited. This serves to interest many of the townspeople in our work.

It is well to state that the work is not limited to what is done here in Oberlin during a girl's college course. All over the United States former students and members of the local Association are filling places of responsibility as Secretaries or Physical Directors in prominent Associations. At present, nineteen graduates of the Physical Training Department are thus employed. Several others are employed at Secretaries in student and city associations.

The large number of students whom the two Associations must serve, and the results achieved by the Associations, as only partially indicated in these two reports, amply justify not only the better quarters for which the reports so plainly call, but the employment of the entire time of the two secretaries. The President cannot doubt that the work of both Associations has made a large advance under the policy of employment of full secretaries.

Lectures and Concerts in Oberlin

The lectures and concerts of the college year are given, of course, primarily for the benefit of the students of the College, and may fitly, therefore, find their place at this point in the review of the year. In addition to the recitals given by members of the graduating class of the Conservatory, the following lectures, concerts, and entertainments have been given during the year, under the auspices of the College or of the various organizations connected with it:

October 4—Rev. William C. Minifie. "Charles H. Spurgeon."

October 8—Professor George W. Andrews. Organ Recital.

October 9—Mrs. Eileen Mitchell O'Moore. Violin Recital.

October 11—Dr. Graham Taylor. "The Social Obligations of the Educated Man."

October 16—Mrs. Olga Samaroff. Piano Recital.

October 22-25—Sixtieth Annual Meeting of the American Missionary Association.

October 20—Mrs. Louise Homer. Vocal Recital.

October 31—Dr. Richard Burton. "The Development of the Modern Novel."

November 6—Professor George E. Vincent. "The Mind of the Mob."

November 7—Members of the Conservatory Faculty. Concert.

November 8—Dr. John M. Tyler. "Conformity to Environment."

November 13—Mr. Francis Rogers. Vocal Recital.

November 26—Professor George W. Andrews. Organ Recital.

November 13—Mr. J. Lincoln Steffens. "Graft: What it is, and what to do about it."

December 4—The Oberlin Musical Union. Oratorio. "The Messiah." *Handel*.

December 5—The Pittsburg Orchestra. Orchestra Concert. Matinee.

December 5—The Oberlin Musical Union. Oratorio. "The Beatitudes." *Cesar Franck*.

December 10—Mrs. Charlotte Demuth Williams. Violin Recital.

December 11—Dr. S. Parkes Cadman. "Puritanism on Two Continents."

December 13—Professor Nathaniel Butler. "The College Ideal."

January 7—Mr. Joseph Lhevinne. Piano Recital.

January 14—Professor George Whitefield Andrews. Organ Recital.

January 14—Members of the Conservatory Faculty. Concert.

January 15—Mr. George Hamlin. Vocal Recital.

January 16—Miss Eugenie Gerlac. French Lecture.

January 17—Members of the Conservatory Faculty. Concert.

January 21—Professor George Whitefield Andrews. Organ Recital.

January 23-24—Week of Prayer. Addresses by Professor Hugh Black.

January 29—Mr. F. Hopkinson Smith. Reading.

January 30—Mrs. Maude T. Doolittle. Piano Recital.

February 4—Ben Greet Woodland Players. "Everyman."

February 5—Ben Greet Woodland Players. "Macbeth."

February 12—Mr. Ernest Thompson Seton. Lecture.

February 13—Mr. H. E. Krehbiel. Lecture with Musical Illustrations.

February 14—Mr. H. E. Krehbiel. "How to Listen to Music."

February 14—Kneisel String Quartet. Quartet Concert. Matinee.

February 16—Judge Ben B. Lindsey. "The Boy Problem."

February 19—Mrs. Viola Waterhouse, Soprano; Mrs. E. N. Shepard, Contralto; Mr. Ellison VanHoose, Tenor; Mr. Felix Hughes, Baritone; Mrs. Caroline Harter Williams, Violin; Mrs. Sol Marcossou, Mrs. Adella Prentiss Hughes, Piano. Concert.

February 22—Dr. Samuel P. Orth. "Citizen and Nation."

February 27—Missionary Institute. Rev. C. H. Hall, Mr. Harry W. Hicks, Mr. H. L. L. Flamme, Dr. Dan F. Bradley.

March 7—Mr. Milford H. Lyon. "Making of Right Choices."

March 14—The Cincinnati Orchestra. Orchestra Concert. Matinee.

March 18—Professor George Whitefield Andrews. Organ Recital.

March 19—The Oberlin College Glee Club. Concert.

March 20-21-22—Dr. W. E. Griffis. "Japan," "China," "Korea."

April 9—Mr. Russell H. Conwell. "The Silver Crown."

April 11—Professor Frederick M. Blanchard. "Merchant of Venice." Reading.

April 15—Professor George Whitefield Andrews. Organ Recital.

April 27—Greek Play in English. "The Clouds." *Aristophanes*.

May 5—Professor A. H. Currier. Baccalaureate Sermon of the Theological Seminary. "The Religious Teaching of the Transfiguration."

May 9—Dr. F. W. Gunsaulus. Commencement Address of the Theological Seminary.

May 13—The Oberlin Musical Union. "The Elijah." *Mendelssohn*.

May 14—The Theodore Thomas Orchestra. Orchestra Concert. Matinee.

May 14—The Oberlin Musical Union. "The Dream of Gerontius." *Elgar*.

May 18—Hon. Herbert Seeley Bigelow. "Initiative and Referendum."

June 16—President Henry Churchill King. Baccalaureate Sermon. "The God of Hope."

June 16—Professor Herbert L. Willett. Address before Christian Associations.

June 18—Mr. Charles Finney Cox. Alumni Address. "What Education is of Most Worth?"

June 19—Mr. William Allen White. Commencement Address. "Some Essentials of an Education."

June 19—The Oberlin Musical Union. "The Elijah." *Mendelssohn*.

June 20—Ben Greet Woodland Players. "Merry Wives of Windsor." Matinee.

June 20—Ben Greet Woodland Players. "The Tempest."

VIII. RELATIONS TO OTHER EDUCATIONAL INSTITUTIONS

Secondary Schools

The report of the Secretary, as Chairman of the Committee on Admission, calls special attention to the ways in which that office is endeavoring to keep in close touch with the secondary schools, and especially with those from which students are already coming to the College. The report by the Secretary of the entire list of schools from which students come, the report at the end of the first semester of the freshman year to these schools upon the work of the students sent to the College, the sending of the calendar and of various college publications to these schools, the placing in some of the more important of them of large photographs of the college buildings, and the maintenance in the Secretary's office of a card catalogue of all the students of the College, giving an exact statement of the credits brought from high schools, are all indications of the careful way in which this side of the work of the College is supervised by the Secretary. The Bureau of Appointments is attempting to serve the schools and the College at the same time by responding to requests for the nomination of suitable teachers. The work of the Academy Canvasser is intended especially to develop the aspiration for further study in the students of those high schools whose courses are not adequate for admission to college.

The point of contact with the secondary schools where there is probably greatest need of gain is in a larger and more complete representation of the College through members of the Faculty in those educational gatherings like the Ohio State Teachers' Association, and the Northeastern Ohio Teachers' Association, in which acquaintance could be made with the teachers of the secondary schools, and a more sympathetic appreciation of their problems gained.

Other Colleges and Universities

The College maintains its connection with the Ohio College Association, with the Association of Ohio College Presidents and Deans, with the North Central Association of Colleges and Secondary Schools, and with the Association of College Presidents and Deans of that Association; and has been represented in all these gatherings, as well as in the so-called Conference of Colleges of the Interior, during the year just past. The President and Professor Miller have both served on the committee of the Ohio College Association on Inspection of Colleges, in the attempt on the part of that Association honestly to maintain, if not to raise, its standard of admission. The membership in the Ohio College Association includes only those colleges of the state which are able to meet a reasonably high standard. The membership of the Association of Ohio College Presidents and Deans is more inclusive.

The work of the North Central Association of Colleges and Secondary Schools has been particularly valuable in securing fairly uniform admission requirements for the colleges of the Association, which include the best institutions of the north central states. The Association has also done a most valuable piece of work in its extended examination of schools, and in the publication of its resulting list of accredited schools. The universities and colleges in the Association have shared most generously with one another the results of the work of their several examiners, and it deserves special recognition that the state universities, and some of the strongest of the private universities, who are maintaining individual examiners, have freely put the results of this work at the service of all the institutions of the Association. This is a notable example of the extent to which cooperation rather than competition is increasingly prevailing in higher education.

The Association of College Presidents and Deans of the North Central Association held its first meeting in Chicago in connection with the meeting of the general Association, and under the presidency of the President of Oberlin. There was an exceedingly profitable round-table discussion of a considerable list of topics particularly concerning the colleges as such. The formation of this association, it should perhaps be said again, is in no sense the expression of an attitude of hostility to the universities on the one side or to the secondary schools on the other. It is rather in line with the Association, already existing, of State University Presidents, and simply aims to secure the benefit of acquaintance and exchange of experience upon peculiarly college topics among those engaged in that particular work. Into this Association it seems probable that the Conference of Colleges of the Interior will ultimately merge.

There have been many college functions during the year at which the College has been represented, either by its President, Dean of the College, or other members of the Faculty, or by various members of its alumni. Occasions of this kind, to which members of other colleges are invited, are rapidly increasing, and are coming to include not only the installation of presidents, but the installation, as well, of other college officers, the dedication of important buildings, and the celebration of anniversary occasions. It is plainly desirable that there should be this interchange of courtesies between the educational institutions of the country; but the occasions are becoming so numerous that it is recognized that representation of a college must often be by alumni rather than by the administrative officers or members of the Faculty. The College is grateful to the various alumni who have served it in this representative capacity during the year just past.

IX. NEEDS

In turning to a comprehensive statement of the needs of the College, present and prospective, it may be well to preface such a statement with a showing of the *large advances made in the last ten years* of the College's history. These gains may be briefly indicated by a comparison of the Treasurer's reports upon four items: total amount of all funds in the hands of the Treasurer; endowment for current expenses; scholarship and loan funds; buildings. The total amount of funds held by the Treasurer in 1896-97 was \$998,403.09; and in 1906-07 \$2,130,416.15; a gain of considerably more than a million of dollars, and of over 113 per cent. The amount of endowment for current expenses in 1896-97 was \$674,659.13; this year it is \$1,638,143.96; a gain of nearly a million dollars in actual endowment. The scholarship and loan funds in 1896-97 amounted to \$53,882.88; the Treasurer's report for 1906-07 shows that these funds have more than doubled, the amount now standing at \$110,579.30. That is to say, the income of nearly a million and three-quarters of dollars (\$1,748,723.26) is available for various college uses, including scholarships. Within the same period, there have been added to the buildings of the College the Severance Chemical Laboratory, Warner Gymnasium, the Memorial Arch, and the two buildings now in process of erection,—the Carnegie Library and the Finney Memorial Chapel, and a valuable addition has been made, also, to Warner Concert Hall. A large house has been fitted up for a geological laboratory, and the Women's Gymnasium much enlarged and remodelled. This means that something like \$400,000 has been added to the College in buildings in the last ten years, and this does not include a large additional amount put into equipment in connection with the various departments of the College. That

is to say, the sum expended for buildings in the last ten years has nearly equalled the amount actually spent for all the buildings in use by the College in 1896-97. The total increase in the assets of the college within the ten years is almost exactly \$1,545,000. This gain of more than a million and a half of dollars within ten years, coupled as it has been with a gain of over 43 per cent in the enrolment of the entire institution within the same period, and of well toward 100 per cent in the enrolment of the college department, may give us hope and courage as we turn to a somewhat comprehensive study of the gains to be desired in the years just ahead.

As was said of a previous study of the needs of Oberlin, the following list is, of course, intended to take a somewhat long look ahead; and yet it is believed that it shows no item that could not be used by the College with profit and great advantage at once.

Nor do they look to the development of a University, but rather to the equipment of a College of the first rank, modestly housed, and with courses broadly but not extravagantly planned. The greatly needed additions to salaries, and the pressing need of halls of residence, call for considerable sums of money. Adequate provision for a School of Engineering might well be added to the list. The general needs are classified according to departments, but may well begin with those needs that the College is compelled to meet this year.

I. *Necessary to Meet within the Year*

- 1 Added library endowment to meet the condition of Mr. Carnegie's added gift of \$25,000 for the library building\$20,000
- 2 Expense of changing Spear Library building into zoological laboratory\$5,000
- 3 Extra expense of the 75th Anniversary.....\$4,000

- 4 Installing Olney Art Collection in the new library building, with attendant expense.....\$3,000
- 5 Expense of refitting Council Hall chapel.....\$1,000

II. *Immediately Pressing Needs*

- 1 Building and equipment for shop work of the first two years of a technical course.....\$15,000—\$20,000
- 2 Organ for the new College Chapel....\$15,000—\$25,000
- 3 Endowment for running expense of the Chapel...\$25,000
- 4 Chapel bell\$300—\$500

III. *General Needs*

Endowment

- 1 Added "university" endowment, to release the income of the various departments for their own development, and to provide for increasing general expenses\$200,000
- 2 Endowment to allow general increase in salaries throughout the entire institution, increasing salaries of 40 professors and 40 instructors and other officers \$200 each, and 10 associate professors \$400 each..\$500,000
- 3 Additional library endowment, to meet the increased running expenses of the new building, greater administrative expenses of the library staff, and provide for much larger purchase of new books.....\$100,000
- 4 Endowment for the department of Physical Education, to make it possible to handle more adequately the entire athletic and gymnasium work.....\$50,000

Buildings

- 5 A Men's Building and endowment, to serve as a center of all the men's activities, religious, social, literary, musical, and athletic (\$25,000 already pledged)\$125,000

6	Administration Building and endowment.....	\$50,000
7	Art Building and endowment.....	\$75,000
	(\$10,000 for endowment, \$15,000 for building in hand.)	
8	The completion of the Men's Gymnasium.....	\$35,000
9	Provision for outdoor Gymnasium.....	\$5,000
10	Central heating and lighting plant.....	\$100,000
11	College hospital and endowment.....	\$30,000
12	Money for additional land for group plan.....	\$50,000
13	Clock and bell tower.....	\$20,000
14	Large Assembly and Concert Hall.....	\$50,000

IV. *The College of Arts and Sciences*

Endowments

- 1 Endowment for increasing the teaching force. This would provide for adding 5 professors, 4 associate professors, and 4 instructors, providing for needed additions in the departments of Zoology, Philosophy and Psychology, the Social Sciences, Botany, Chemistry, Physics, the History and Criticism of Art, the Classics, Mathematics, and English Bible. These additions would give each department a reasonable teaching force, and allow such grouping of the social science and historical courses as to provide for higher commercial education, civic and political training, and for thorough adjustment to professional schools.....\$500,000
- 2 Endowment for a general lectureship, to provide for important single lectures and series of lectures, in connection with the different departments of the College\$30,000—\$50,000
- 3 Endowment for three graduate fellowships.....\$60,000
- 4 Additional merit scholarship and loan funds....\$50,000

- 5 Endowment for appropriations for equipment and current expenses to meet the constantly recurring smaller wants of the different departments.....\$50,000

Buildings

- 6 A new recitation building and endowment, to meet the present pressure for added recitation room, and better provide for teachers in their needed conference with pupils\$100,000
- 7 Botanical laboratory and endowment.....\$75,000
- 8 Geological laboratory and endowment.....\$75,000
- 9 Physics laboratory, equipment and endowment..\$125,000
- 10 Halls for residence both for college men and college women\$300,000

V. *Theological Seminary*

- 1 Endowment for a Chair of Comparative Religion and Missions, the greatest present need of the Seminary.\$50,000
- 2 Endowment for student employment fund, to enable the Seminary to deal in the best possible way with the question of necessary aid to students.....\$50,000
- 3 Endowment for one graduate fellowship, very important, for its stimulus upon men, and to enable the Seminary to open opportunities for advanced study to its best men.....\$20,000
- 4 For the needed renovation of Council Hall.....\$10,000

VI. *Conservatory of Music*

- 1 Endowment, especially in view of its rising literary standard\$100,000
- 2 Endowment for scholarships for talented but needy students\$25,000
- 3 An additional building that should furnish several large class rooms and at least 60 practice rooms....\$30,000
- 4 Halls of residence especially for women.....\$100,000

VII. *Academy*

- 1 Endowment\$100,000
The greatest need of the Academy is increase in the salaries of instructors.
- 2 For new building and endowment.....\$125,000
- 3 For Academy halls of residence.....\$100,000

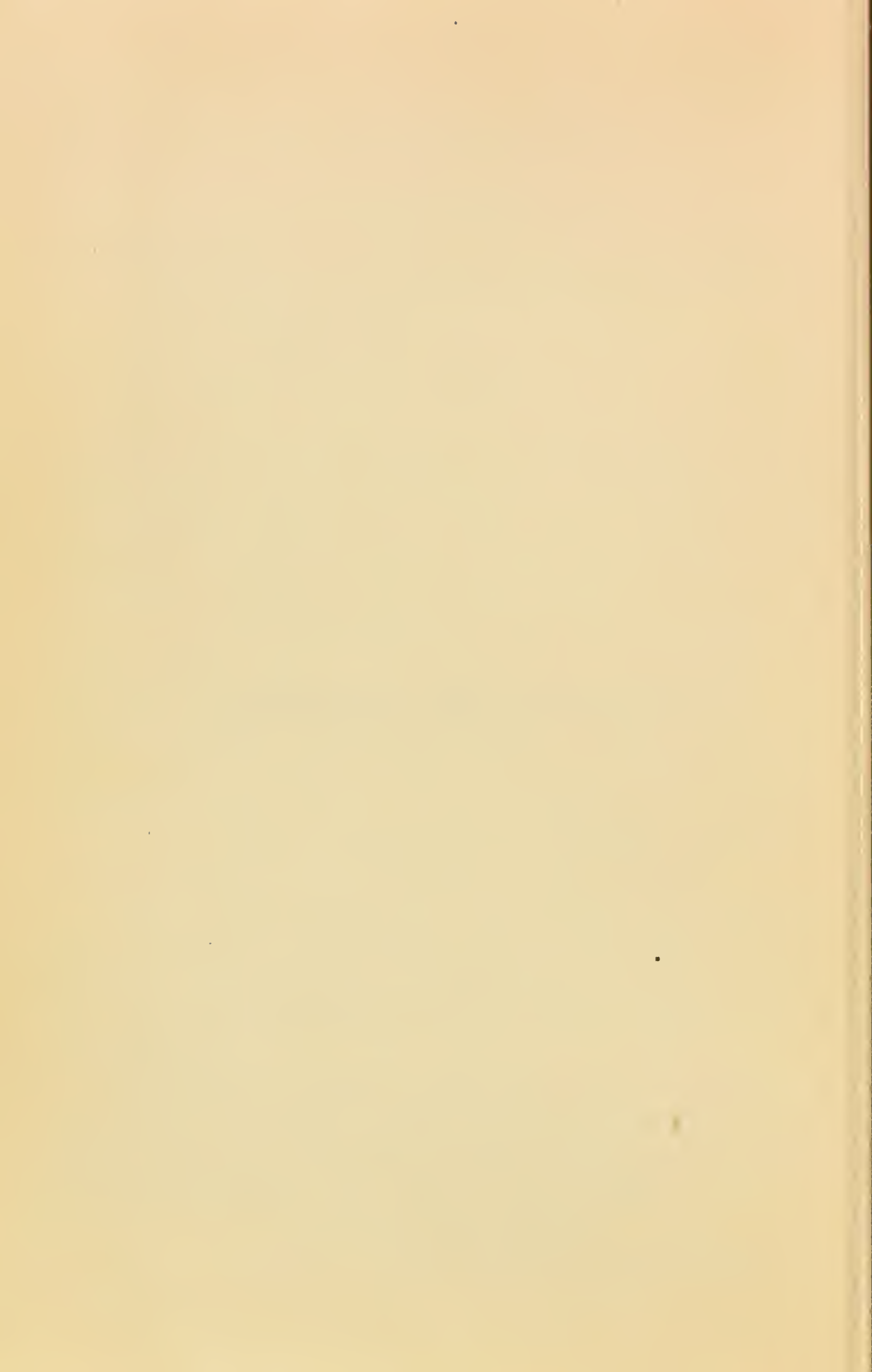
Our survey of the advance of the last ten years has shown that the total funds in the hands of the Treasurer have more than doubled; that endowment funds of all kinds have increased by more than a million dollars, 140 per cent; and that the amount in buildings has increased by nearly 100 per cent; and the total assets by just about 100 per cent. At the same *rate* of increase, the next ten years would show an addition of three million dollars to the assets of the College; at the *same amount* of increase, an addition of a million and a half of dollars. Three million dollars would come within a half a million of doing all that has been projected above, except the establishment of a school of engineering. A million and a half of dollars would go just so far toward meeting the most pressing and important of the needs mentioned.

Some recommendations of the Councils and Faculties will be presented to the Trustees in connection with the suggestions of the Advisory Committees, and of other officers, and with the presentation of the preliminary budget for the ensuing year.

In grateful recognition of the large growth of these recent years in the history of the college, with the devoted and hearty cooperation which this growth has implied on the part of Trustees, Faculty and friends of the College,

Respectfully submitted,
HENRY CHURCHILL KING.

Report of the Secretary



Report of the Secretary

To the President:

SIR—I have the honor to present herewith my ninth annual report as Secretary of Oberlin College, covering the year 1906-07.

That portion of my report which has reference to the admission of students to the College Department will this year be found in a separate report, in the section devoted to the College of Arts and Sciences (See page 198).

During the year of 1906-07 a new filing cabinet has been purchased with a capacity sufficient to contain the correspondence of this office for a period of four or five years. This new cabinet is an exact duplicate of the former cabinet, and the combination of the two enables us to satisfactorily handle the filing of the office correspondence. The three rooms used for the purposes of my office have become more and more crowded during the last few years, as the work of the office has expanded. At times during the last year it has been physically impossible to find places in the small office rooms for the large number of clerks who have been at work, and I wish to call the attention of the Trustees once more to the fact that the inadequate office equipment is both poor economy and unhygienic. The need of an adequate administration building is, I think, the most urgent of the needs of the institution at this time.

I am glad to report that the card catalogue of the names of former students has been practically completed. At the time of my last report, cards had been written for all students prior to the year 1876. During the past year the cards for the interval of twenty-one years from 1876 to 1897 have been made. It will be remembered that the cards since 1897 had already been prepared.

I estimate that the total number of former students, including alumni, for whom we have record cards, is 35,000.

In preparation for the Seventy-fifth Anniversary of the College, the work of finding the present addresses of former students has been in progress for more than a year. In August, 1906, the Prudential Committee authorized the expenditure of \$1,000, largely for this work of finding present addresses. At the meeting of the Board of Trustees,

June 17, 1907, a report was made showing the expenditure to that date upon the catalogue of former students, and the Trustees voted to continue the work upon this catalogue. Under the authority of these votes the work has been pushed forward as rapidly as possible, the total expenditure for the catalogue of former students to August 31, 1907, being \$2,386, as shown in the Treasurer's Report for the past year.

The magnitude of the work involved in securing the addresses of former students may best be estimated by remembering that the last Quinquennial Catalogue, issued in 1905, contains information concerning 4,000 graduates, whereas the new catalogue in preparation will contain the names of the 35,000 former students. Moreover, the addresses of the former students are much more difficult to secure, because of the fact that we have kept in touch with the alumni year after year, but have done practically nothing to maintain our communication with the former students who did not graduate from the institution.

It was concluded after careful consideration that the most economical means of obtaining the preliminary facts needed regarding non-graduate students was by printed Bulletins of Inquiries, and the results appear to justify this method of procedure.

Three Bulletins have been printed. The first was an edition of 1,500 copies, issued March 25, 1907, and including the students who first enrolled during the period from 1833 to 1850, containing 2,200 names; the second, 1,000 copies, covering the period from 1851 to 1860, containing about 5,000 names; the third, 1,700 copies, issued November 1, 1907, covering the period from 1861 to 1875, containing about 7,000 names. Of course, these lists did not include the considerable number of students as to whom the needed information had already been obtained.

These Bulletins were sent out liberally to the graduates of the respective periods covered, to a considerable number of graduates of other years, and to many postmasters, clergymen, and others from whom help might possibly come; also, as the returns began to come in, in great numbers to non-graduates, from whom, in a large number of cases, we have received very valuable assistance. Meantime, inquiries were sent out to the parents or guardians of the non-graduates who enrolled in the period from 1892 to 1900, and a large number of calls for assistance were sent out to the graduates from 1875 to 1890.

From the reports which have been received and from numerous personal interviews with many alumni, I have estimated that probably between 3,000 and 4,000 of our former students will return to Oberlin for the Reunion exercises of next June.

We are still facing the necessity of an illustrated pamphlet for advertising purposes among the high schools. The Committee on Outside Representation has directed me to proceed with the collection of the material for such a pamphlet, to contain more illustrative views and less descriptive matter than the former pamphlet. The new pamphlet will undoubtedly be issued during the coming winter.

We continue to receive calls from good high schools for framed photographs, and a considerable number of the panoramic views of the Campus have been sent out in response to these calls. The frames are fourteen by forty inches, and the framed photographs are a handsome advertisement of the College.

I am pleased to report that I have completed the indexing of the trustee records. It seemed wisest to index first the last volume of the trustee records, from 1878 to the present time, and I spent much time during the years 1900 to 1902 upon this work. The index for the first volume of trustee records, from 1834 to 1878, was begun in January, 1903, and was completed in March, 1907. These records are now available for reference purposes as they have never been before.

It is my hope that it will be possible to begin soon a similar piece of work upon the records of the Prudential Committee and of the Faculty. I regret, however, that there seems to be a break in our Faculty records covering the years from October, 1846, to September, 1868, and from August, 1876, to February, 1897.

A beginning was made upon the systematic filing of many old documents of historical value, now stored in the college vaults. This work is proving very large, and I am afraid that it will not be possible to complete it before the Reunion of 1908, even though the old papers contain many items which would be of great interest in connection with the Reunion.

In my report of last year I referred to the completion of a new card catalogue of students, arranged to show the high schools in which the students prepared for college, the record of entrance credits, and the grades secured by the students during their first semester

of Oberlin work. The completion of this file makes a valuable addition to the equipment of this office.

The material in this report will be grouped under two main heads, as follows:

Publications

Official Records and Statistics

I. PUBLICATIONS

Bulletin of Oberlin College

The Bulletin of Oberlin College included the following numbers during the college year of 1906-07:

No. 25. Annual Reports for 1905-06. December 15, 1906.

No. 26. General Catalogue for 1906-07, preliminary edition. January 15, 1907.

No. 27. Catalogue of Summer Session. February 1, 1907.

No. 28. Theological Seminary catalogue. February 15, 1907.

No. 29. General Catalogue, final edition. May 25, 1907.

No. 30. Necrology of Alumni. June 15, 1907.

No. 31. Catalogue of Oberlin Academy. June 15, 1907.

No. 32. Revised Courses for 1907-08, Department of Arts and Sciences. July 15, 1907.

No. 33. Catalogue of the Conservatory of Music. July 25, 1907.

Of the above, No. 25 was mailed to all alumni, and No. 29 to the greater portion of the alumni. Bulletin No. 32 was sent to all of the students in the College of Arts and Sciences, the need for such a mid-summer publication being caused by the unusual number of new courses in the departments of Economics, English, and History.

Other Publications

The other publications issued during the year have included the annual calendar, the printed directory of addresses of students and members of the faculty, and a souvenir issued in connection with the sixtieth annual meeting of the American Missionary Association, held in Oberlin last October.

The calendar for 1907 was issued at the first of December, 1906, the edition being 4,000. Of this number, 1,600 were distributed among the high schools of Ohio and neighboring states, and probably 500

more were sent to friends of the College. The students and faculty purchased the remaining copies. The net cost to the College of the 1907 calendar was \$139. The calendar for 1908, which is now in the hands of the printer, will follow the same general style as in the preceding years. The edition will be 4,500.

The third annual directory of the students was issued October 14, 1907. It contains the names and addresses of students, faculty, and trustees, together with information concerning officers of classes and of student organizations, and the college administrative officers and faculty.

The College printed an edition of 2,600 detailed programs of the Commencement Exercises. These were sent to all alumni in the states of Ohio, Indiana, Illinois, Michigan, Pennsylvania, and New York, to all trustees, members of advisory committees, members of the faculty, and members of the Living Endowment Union, to members of the graduating class, to all the alumni engaged in missionary work, and to members of the classes having special reunions.

Engraved invitations were again issued in connection with our Commencement exercises. These were sent to trustees, donors, and other friends of the College, and also to the Presidents of a considerable number of colleges and universities. Oberlin Academy also issued engraved invitations to its friends and patrons.

In connection with the visit to Oberlin on October 12 of the National Council and the Cleveland Congregational Club, the College printed detailed information concerning Oberlin College buildings and places of interest, together with miscellaneous facts about the College.

II. OFFICIAL RECORDS AND STATISTICS

The Secretary of the College is the custodian of the official records of the Board of Trustees and the Prudential Committee, and an important part of his work consists in the preparation of minutes of the meetings of these two bodies and in issuing notifications covering actions taken at these meetings.

In the absence of Professor C. B. Martin, I last year carried the work of Clerk of the General Faculty and also of the College Faculty.

The card catalogues of the alumni of the college, prepared two years ago, are proving of very great service. These catalogues are

as follows: (1) an alphabetical catalogue of all alumni; (2) a geographical catalogue of living alumni; and (3) a class catalogue arranged according to the years of graduation.

This office seems the most natural place for the filing of miscellaneous statistics with reference to the general work of the College. The tables which follow contain many facts of general interest as showing the progress of the work of the College in all its departments.

Vote for Alumni Trustees

I present herewith the results of the ballot for alumni trustee in the year 1906, together with the results for the five preceding years. The letter "P" means preliminary ballot; the letter "F" means final ballot:

	1906		1905		1904		1903		1902		1901	
	P	F	P	F	P	F	P	F	P*	F	P	F
A	1106	1674	776	698	689	864	649	589		472	474	421
B	6	234	23	310	8	118	22	313		320	14	293
C	6	361	17	190	7	224	7	123		284	10	615
D	3	925	13	213	3	216	7	136		230	9	106
E	3	286	6	263	3	101	6	245		123	8	150
F	3	250					4	136		87		
Others ...	36		115		72		78				63	
Totals..	1163	3730	950	1674	782	1523	773	1542		1516	578	1585
Total Alum- ni voting..	1163	1908	950	1674	782	1523	773	1542		1516	578	1585

* The results of the preliminary ballot for 1902 seem to have been lost.

In explanation of the above table it should be said that heretofore we have printed upon the final ballot either five or six names,—five if there was but one vacancy to be filled upon the Board, six if there were two vacancies. The votes for the various candidates are tabulated under the letters "A," "B," "C," "D," "E," and "F," candidate "A" in each case being the retiring trustee. A study of the preliminary election shows that scarcely more than half as many alumni participate in it as in the final election; also that the retiring trustee receives in almost every case the renomination of nearly all the

alumni who send in their ballots. I have in a former report called attention to the relatively small number of nominating votes cast each year in the nominating ballot for the candidates in the second, third, fourth, and fifth places in the final ballot.

A change in method will be noted governing the election of alumni trustees to fill unexpired terms caused by deaths or resignations. Prior to the adoption of the revised constitution (November 18, 1905), it was the custom to send final ballot cards containing six names of nominees, when an extra trustee was to be elected, in place of the usual five names; and the alumni were instructed to vote for *one* candidate. Then, when the ballots were counted, that candidate having the highest number of votes was declared elected for the full term of six years, and the candidate having the next highest number of votes was elected for the unexpired term. The old arrangement was not a satisfactory method of determining the election of two trustees, and in the revision of the By-Laws the trustees provided that where two trustees were to be elected the alumni should be instructed to vote for *two* candidates.

The election in the fall of 1906 under this new arrangement seems to have been entirely successful and the alumni have had the chance for the first time to indicate their desires for both vacancies. Dr. L. C. Warner, of the class of 1865, received 1,674 votes and was elected for the full term of six years, beginning January 1, 1907; Dr. D. F. Bradley, of the class of 1882, received 925 votes and was elected for the unexpired term of Dr. Judson Smith.

The number of alumni who participated in this election was 1,908, representing about 56 per cent of our living alumni. There are very few colleges and universities, if any, with so large a proportion of alumni actively participating each year in the election of alumni trustees.

Under an amendment adopted June 17, 1907, a more careful scheme will be followed hereafter for the nomination of alumni trustee to fill vacancies caused by deaths or resignations. The amendment is quoted in full in the President's report.

Scholarships and Beneficiary Aid

As Chairman of the Committee on Scholarships and Beneficiary Aid, I presented last year a very careful report with reference to scholarship and loan funds, and the payments for beneficiary aid.

It is our plan to compile information concerning scholarships and beneficiary aid each year, but I have not been able as yet to prepare the report this year. Perhaps it will be more satisfactory to have this subject covered by occasional reports at two or three year intervals. The loans which have been made from the Shedd Loan Fund and the Gilchrist Banking Fund are being paid satisfactorily at maturity, and our experience seems to confirm the wisdom of establishing these loan funds for the aid of students.

Degrees and Diplomas, 1906-07

The following degrees were conferred during the year 1906-07:

In Course:

	Men	Women	Total
Master of Arts (A.M.)	5	5	10
Bachelor of Arts (A.B.)	61	83	144
Bachelor of Music (Mus.B.)	5	3	8
Bachelor of Divinity (D.B.)	13	0	13
	—	—	—
	84	91	175

Upon Completion of Prescribed Work:

Master of Arts (A.M.)	2	0	2
	—	—	—
	86	91	177

In addition to the above, there were thirteen diplomas issued for the completion of work in the Teachers Course in Physical Training. Ten of these diplomas were for the course for women and three for the course for men. All of the graduates from the Teachers Course, with the exception of one woman, were also graduates from Oberlin College.

In June, 1906, by special vote of the Board of Trustees, the degree of Bachelor of Music was granted to seventy-one graduates from the Conservatory of Music in the classes from 1873 to 1903. Five additional degrees were granted in June, 1907. The recipients of all

these degrees were carefully selected by a special committee appointed by the Conservatory faculty, it being the understanding that the present standing of literary and musical requirements for the degree has been fully met.

The aggregate of all degrees and diplomas issued during the year 1906-07, not including the degrees to replace diplomas in the Conservatory of Music, was 190, the largest number in the history of the College. The corresponding figures for the six preceding years are shown below :

1900-01	100
1901-02	102
1902-03	141
1903-04	136
1904-05	156
1905-06	171
1906-07	190

During the year four graduates of the former "Literary" course paid to the Treasurer of the College the diploma fee of \$5 and received the degree of Bachelor of Letters (L.B.), a procedure authorized by the Board of Trustees under date of June 18, 1894.

There were no graduates from the Slavic Department in the Theological Seminary.

The graduating class from Oberlin Academy numbered fifty, consisting of twenty-four men and twenty-six women. This is the fourth year of experience with the plan of issuing diplomas of graduation to those who complete the prescribed course of study in the Academy. The diplomas issued to Academy graduates during these four years are shown below :

1903-04	34
1904-05	45
1905-06	62
1906-07	50

Summary of Degrees and Diplomas

The following table shows the total number of degrees and diplomas that have been issued since the founding of the College, to the date of October 1, 1907 :

Degrees, in Course:

Bachelor of Arts (A.B.)	2,496	
Bachelor of Philosophy (Ph.B.)	308	
Bachelor of Science (S.B.)	31	
Bachelor of Music (Mus.B.)	21	
	———	2,856

Advanced Degrees, in Course:

Bachelor of Divinity (D.B.)	656	
Master of Arts (A.M.)	616	
Master of Science (S.M.)	2	
	———	1,274

Diplomas:

Literary Course	967	
Normal Course in Physical Training (Women) .	35	
Teachers' Course in Physical Training— (four-year course)	46	
Conservatory of Music	159	
English Course, in Theological Seminary	69	
Slavic Course, in Theological Seminary	20	
	———	1,296

Degrees issued to replace Diplomas:

Bachelor of Letters (L.B.) in place of Literary Course Diploma	166	
Bachelor of Music (Mus.B.) in place of Con- servatory Diploma	76	
	———	242

Honorary Degrees:

Master of Arts (A.M.) honorary	97	
Master of Music (Mus.M.)	1	
Doctor of Divinity (D.D.)	25	
Doctor of Laws (LL.D.)	14	
Doctor of Science (Sc.D.)	1	
Doctor of Music (Mus.D.)	1	
Doctor of Literature (Litt.D.)	1	
	———	140

Grand total..... 5,808

Enrolment for Sixteen Years

The following chart shows the variations in enrolments during the last sixteen years, beginning with 1891-92, the year in which the count was first made by the *College* year instead of the *calendar* year :

1891 1892 1893 1894 1895 1896 1897 1898 1899 1900 1901 1902 1903 1904 1905 1906
-92 -93 -94 -95 -96 -97 -98 -99 1900 -01 -02 -03 -04 -05 -06 -07



General Enrolment 1906-07

The enrolment of students for the year 1906-07 as published in the final edition of the catalogue last June reached the total of 1,848. This total shows an increase of 77 over the preceding year, and is the highest in the history of the College. In this total were counted all students who had been in attendance at any time during the year. In the Summer Session of 1906 there were enrolled 60 students whose

names were not found elsewhere in the year's enrolment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the two preceding years :

	1906-07			1905-06			1904-05		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
The College of Arts and Sciences.....	317	485	802	297	417	714	294	376	670
The Seminary.....	49	0	49	52	0	52	51	0	51
The Conservatory of Music	74	480	554	74	489	563	77	472	549
The Academy.....	198	160	358	197	149	346	214	148	362
Drawing and Painting	3	22	25	0	27	27	1	24	25
The Summer Session..	21	39	60	12	57	69	15	43	58
	662	1186	1848	632	1139	1771	652	1063	1715

Of the 1,848 students enrolled last year, 1,807 came from 46 states and territories in the United States, and 41 came from 11 foreign countries. The state of Ohio furnished 935 students, about 50.6 per cent. of the entire number. The other states which sent the largest numbers of students were follows :

Pennsylvania	105
Illinois	95
New York.....	90
Michigan	88
Iowa	75
Indiana	54

Students from Ohio

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for many years:

	Total	Total from Ohio	Per Cent. from Ohio
1896-97	1283	645	50.27
1897-98	1310	680	51.91
1898-99	1208	603	49.92
1899-1900	1323	659	49.81
1900-01	1357	682	50.25
1901-02	1382	689	49.85
1902-03	1509	756	50.10
1903-04	1618	825	50.99
1904-05	1715	877	51.14
1905-06	1771	873	49.30
1906-07	1848	935	50.60

The Number of Men in Oberlin

The relative number of men in the entire institution shows a slight increase as compared to 1905-06, but the percentage is decidedly lower than during any of the years preceding 1905-06:

<i>Entire Institution:</i>	Number of Men	Total Enrolment	Percentage
1898-99	477	1203	39.49
1899-1900	524	1323	39.61
1900-01	532	1357	39.20
1901-02	526	1382	37.35
1902-03	556	1509	36.85
1903-04	611	1618	37.76
1904-05	652	1715	38.02
1905-06	632	1771	35.69
1906-07	662	1848	35.82

In the College Department there has been a relative decrease in the percentage of men during each of the last six years, as will be seen from the following table. This relative decrease is in spite of the fact that during the same time there has been a gross increase of 60 per cent. in the total number of men enrolled:

<i>College Department:</i>	Number of Men	Enrolment	Percentage
1898-99	179	419	42.72
1899-1900	190	417	45.56
1900-01	197	428	46.03
1901-02	242	499	48.50
1902-03	267	578	46.19
1903-04	279	633	44.08
1904-05	294	670	43.88
1905-06	297	714	41.59
1906-07	317	802	39.53

A further decrease in the relative number of men in the College department is promised for the year 1907-08. The figures for the fall term show the enrolment of 297 men out of a total of 785, the percentage being thus seen to be 37.96.

Number of Colored Students in Oberlin

The Commissioner of Education, at Washington, requires a report each year of the number of colored students in the institution. The following report covers the year 1906-07:

	Men	Women	Total
The College	12	14	26
The Theological Seminary.....	2	0	2
The Conservatory of Music.....	7	11	18
The Academy.....	14	19	33
	—	—	—
	35	44	79

Colored students formed almost 4.3 per cent. of the total enrolment. There are more colored students in the Academy than in any other department. Here they constitute 9 per cent of the total.

Officers and Teachers

The officers of instruction and government for the college year of 1906-07 were as follows:

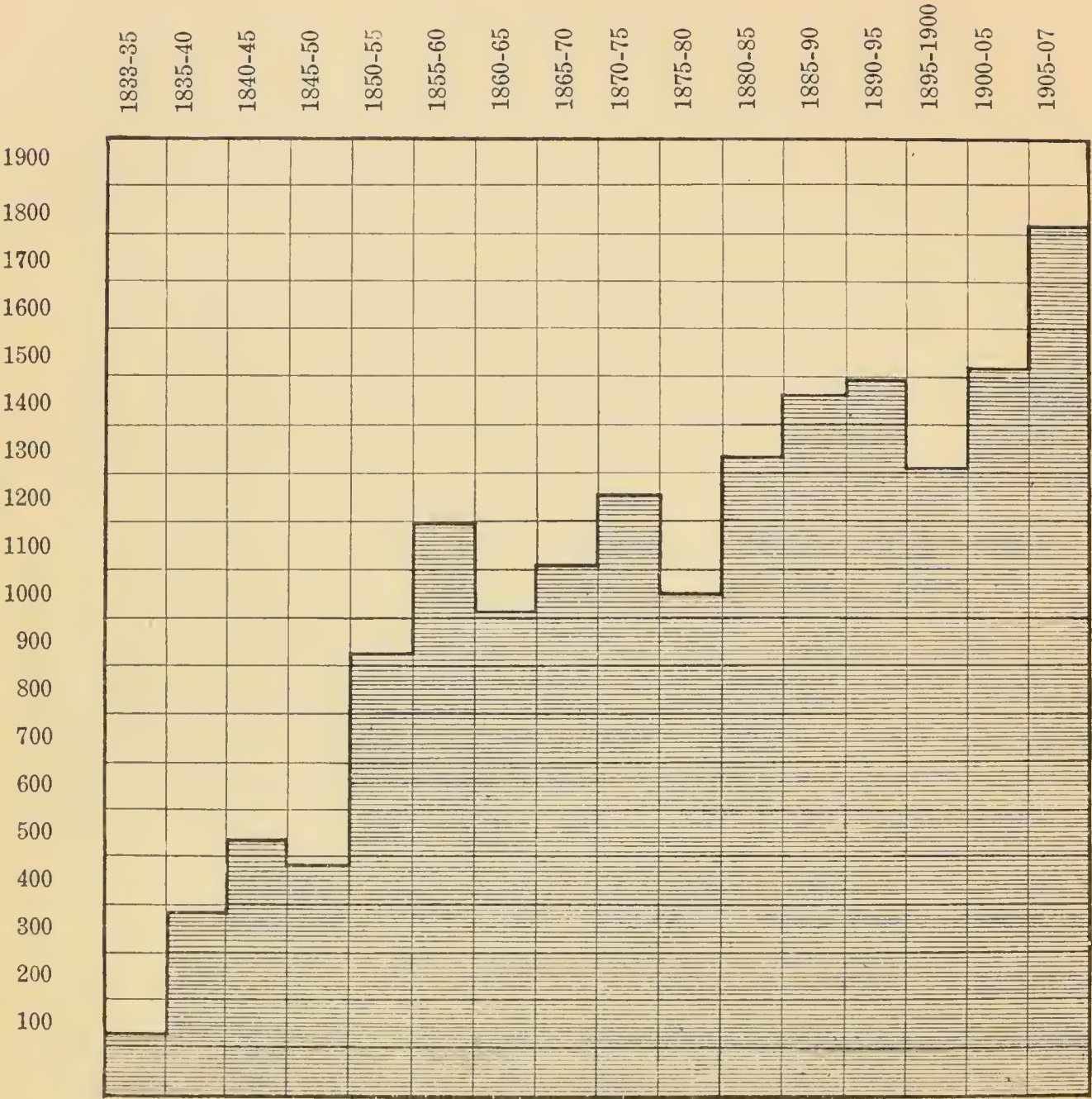
	Men	Women	Total
Professors	35	3	38
Associate Professors.....	8	1	9
Instructors	18	11	29
Tutors, Teachers, and Lab. Assistants	13	12	25
Gymnasium Directors and Assistants..	2	4	6
Librarian and Library Assistants.....	2	6	8
Administrative Officers and Clerks....	7	7	14
	—	—	—
Total.....	85	44	129

The increase over the preceding year is 5.

General Enrolment by Five-year Periods

In connection with the celebration of the Seventy-fifth Anniversary, it may be of interest to note the following figures with reference to the enrolment of students from the beginning. The figures are arranged in five-year groups. The accompanying table shows this growth graphically.

Period	Average Enrolment
1833-1835	125
1835-1840	385
1840-1845	529
1845-1850	486
1850-1855	924
1855-1860	1198
1860-1865	1012
1865-1870	1102
1870-1875	1262
1875-1880	1059
1880-1885	1333
1885-1890	1465
1890-1895	1497
1895-1900	1308
1900-1905	1516
1905-1907	1810



Enrolment by Five-year Periods

It should be borne in mind that prior to 1891 the catalogues were arranged for the calendar year from January 1 to December 31, rather than by the present method, where the period covered includes only the academic year from September to June. The old method resulted in a much larger number of names in each catalogue than the present method, and in any comparisons which are made the figures prior to 1891 should be reduced by at least 20 per cent. in order to show a fair comparison with the figures of the last eighteen years.

Enrolment Figures—Fall 1907

While this report is supposed to cover the College year of 1906-07, it has seemed best to present also a statement of the enrolment for the Fall term of the present year, corrected to the date of preparation of this report [October 26, 1907]. To the figures for this year have been added the corresponding statistics for the preceding six years.

The College:	Fall 1907	Fall 1906	Fall 1905	Fall 1904	Fall 1903	Fall 1902	Fall 1901
Post-graduate	11	20	20	14	13	13	5
Seniors	141	144	131	108	99	103	81
Juniors	134	143	138	131	110	102	86
Sophomores	191	169	162	154	139	139	117
Freshmen	244	253	196	191	220	174	163
College Specials.....	64	56	49	54	40	42	24
	785	785	696	652	621	573	476
The Seminary	53	49	48	50	35	34	30
Conservatory of Music...	510	480	466	455	456	395	386
The Academy	300	318	315	325	279	285	242
Drawing and Painting...	51	20	20	23	11	14	38
Totals.....	1699	1652	1545	1505	1402	1301	1172

For the first time in seven years the total enrolment in the College Department has failed to show an increase. This fall the number of students enrolled is exactly the same as at the corresponding time last fall. I think that our failure to make any gain in the College Department is to be accounted for in part by the unsettled condition of the financial world. At least fifteen students had made all admission arrangements during the early summer, but were compelled to give up their plans on account of unexpected financial reverses at their homes. A year ago there were not more than four or five such changes of plans reported to me. However, the chief reason for our failure to increase the enrolment of students this fall was probably the old reason which I have pointed out in all of my recent reports,—that we have not been able to provide the shopwork and technical facilities which young men in the high schools expect to find in the colleges of their choice, and that we have in Oberlin no Men's Building for the various men's interests, social, athletic, religious. There is no

question but that many men who would otherwise come to Oberlin decide to go elsewhere upon learning that there is no Men's Building in Oberlin.

Three years ago during the fall term we had 601 men in attendance in the various departments of the institution. Last year our fall term shows the enrolment of 603 men. This year we have increased to 608. During the same three years the gain in the number of women in the various departments has been 187, the increase being from 904 in the fall of 1904, to 1,091 in the fall of 1907. We have reached the limit of our capacity to accommodate women, but I have not heard a suggestion from any one that we have reached the limit of our capacity to accommodate men.

The summary tables showing the instruction furnished in the College and the Academy are this year included in the reports of the Dean of the College and the Principal of the Academy, instead of in my report as heretofore.

Respectfully submitted,

GEORGE M. JONES.

The College of Arts and Sciences

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Report of the Dean of the College of Arts and Sciences

To the President:

SIR—I have the honor of presenting to you my first report as Dean of the College of Arts and Sciences. I assumed the duties of this office on January 1, 1907, and did so with a deep sense of the responsibilities imposed and the opportunities offered. I take this opportunity of expressing my faith in the future of the American College and in the future of Oberlin College in particular, believing as I do that the American College has a distinct place in our educational system that cannot be surrendered without irreparable loss, and that Oberlin College has a positive contribution to make to the educational and civic life of the country.

For the year 1906-07 the faculty, besides the President, consisted of eighteen professors, six associate professors, fourteen instructors, eight assistants, the Secretary and the Registrar, a total of forty-nine.

Professor Charles B. Martin, of the chair of Greek Literature and Greek Archæology, and Professor A. A. F. Johnston, of the chair of Mediæval History, were abroad during the year on sabbatical leave. Dr. William D. Cairns, Associate Professor of Mathematics, was in Germany for study, where he completed the work for his doctorate with high honor. Dr. Maynard M. Metcalf, Professor, and Mr. Robert A. Budington, Associate Professor, of Zoology have not yet taken up their work in Oberlin.

I. REPORTS OF ADMINISTRATIVE OFFICERS

Deans of Men and Women

I have the honor of presenting the reports of the administrative officers. The reports of the Dean of Men, Dean of Women, Chairman of the Committee on Admission, Registrar, and Chairman of the Summer Session are given in full, beginning on page 189.

From the reports of the Deans it will be seen that every student in the College department has entered the Institution during the administration of the present Deans, and we are now ready to obtain

the best results possible under our present system. So far, the results have been very gratifying, and I am sure that during the ten years that I have been connected with the College there have never been such satisfying relations between the disciplinary officers and the students. The policy of giving the Deans sufficient time for their administrative work and of depending upon personal acquaintance between the administrative officers and the students, has been thoroughly justified. Associations of students, the Senate among the men, and the College Women's Board among the women, are referred to in the respective reports and give promise of assistance in the formation of student sentiment and in learning the student attitude.

Chairman of the Committee on Admission

The report of the Chairman of the Committee on Admission shows the wide distribution of the institutions from which students enter Oberlin College with advanced standing, 31 colleges being represented in the list. The geographical distribution of the Freshmen and Specials makes an interesting item. The wide distribution of these fitting schools gives us a difficult problem in determining entrance credits, and in articulating the College with the fitting schools through the admission requirements.

Under the head of miscellaneous subjects are mentioned some of the difficulties that confront the Committee on Admission. The question of crediting work in Manual Training is an important and pressing one that all Arts colleges must consider, particularly in the cases of colleges aiming to offer work leading to advanced standing in technical schools.

Registrar

The report of the Registrar gives a careful analysis of the losses and gains of the class of 1907 during its college course. There were admitted in September, 1903, 212 members of the class. The losses during the course were 137 and the gains 66. The Dean of Men reports data relative to the non-return of men in the three undergraduate classes, giving the reasons for their non-return as far as possible to ascertain them. From such records kept for a series of years we hope to be able to discover the reasons and check some of these losses.

There is some apparent duplication of reports arising from the consideration of the non-return of students by three officers—the Dean

of Men, the Registrar, and the Chairman of the Committee on Admission. There would be a gain in simplicity and clearness if the subject were considered as a whole in one report.

Chairman of Summer Session

The report of the Chairman of the Summer Session shows very successful results in the matter of students and income. There was an attendance of 144, of whom 49 were never before enrolled in Oberlin College, and of whom 14 were holders of the A.B. degree. This was the first year that the Summer Session was under the control of the Faculty of Arts and Sciences, and though now an integral part of the work of the regular college year it is still responsible for its own budget. The surplus for the summer of 1907 was \$285.43.

Advisory Officer

Professor Wager, the Advisory Officer, reports that he has had interviews by appointment with 170 persons during the year and been consulted more or less formally by many more. The situation as he sees it, is still unsatisfactory for several reasons, and particularly so in regard to the Freshmen. The question of student advisers will be taken up with care during the year. We have now gained considerable experience and shall hope to improve our system. In regard to the Freshmen, the Advisory Officer says:

The remedy, I am inclined to think, lies in a modification of the Harvard system of student advisers, though I am aware that this system is far from being regarded at Harvard as an entire success. But I can see no reason why it should not be made a success by a body of advisers who perceived in it an opportunity to render their students a service of the greatest possible value. It would involve dividing the entering Freshman class into groups of ten or fifteen and assigning each group to some member of the Faculty as its adviser. The Freshman's duty would be to consult his adviser before choosing his courses, and the Assigning Officer might well require the signature of the adviser on the student's registration card. The obvious objection to this plan is that so large a number of students could hardly be effectively handled, even in small groups, during the two registration days; but surely it would be quite practicable to extend the time of registration for Freshmen to the end of the week. It is plain of course that this by no means exhausts the possibilities of service that the adviser might render his group of Freshmen during the year, if he were minded to make the most of his opportunity. Moreover, this service, by removing some of the above-named diffi-

culties incident to the present system, would greatly facilitate the work of the Advisory Officer for the upper classes.

Assigning Officer

The Assigning Officer reports that the registration of students during the past year has been accomplished with reasonable dispatch. The only difficulty experienced was at the mid-year registration in February. The single day was not quite long enough for the accommodation of so large a body of students. He is not ready yet to make any definite recommendations.

Bureau of Appointments

The work of the Bureau of Appointments is proving of great value to the recent Alumni of the College. It is doing a work in placing graduates in positions, at no expense to themselves, that would yield a considerable revenue to Teachers' and Business Agencies, if done through such agencies. The secretary of the Bureau believes that a distinct gain has been made in being able to place graduates of the College in more important places in Ohio than in previous years, and he intends to give special attention to our Ohio constituency. The methods of the Bureau are such as to commend themselves to school and college officers seeking teachers. The Bureau does not confine its efforts to the placing of teachers, but uses its resources in placing graduates in business positions also. The demand for teachers has been greater than the supply, particularly for teachers of Science. Graduate students in residence often obtain very good positions in the middle of the year. The Bureau has more calls of that kind during the year than it can fill. It would be of distinct advantage to the College if the Secretary of the Bureau could attend the local meetings of the high school teachers and superintendents. Personal acquaintance with the teachers on the part of a representative of the College would be of good service in placing graduates and in reaching prospective students.

The Bureau of Appointments has received many expressions of appreciation from the Alumni for the work that the College is doing for them through the Bureau.

II. REPORTS OF FACULTY

I have the honor of presenting the reports of the Faculty of Arts and Sciences, which are divided into four groups: Bibliography, Lan-

guages, Literature, and Art; Mathematics and the Sciences; History and Social Science; and Philosophy, Psychology, and Education.

Bibliography, Language, Literature, and Art

Professor A. S. Root offers three courses in *Bibliography*: History of Printing, Book Illustration, and the Use of Libraries.

In the course on Use of Libraries, the principal reference-books are reviewed. In order to make sure the student really examines the book and so comes to realize the kind of questions which it will answer, a list of questions is given out each period, the answers to which must be found in the books under discussion. These answers are discussed in class; failure to understand the books or use of the wrong book noted, and so, by the work of the students themselves, the books are made to give a definite impression of the use to which they can be put. As it is impossible to question each student in the class-period, written reports from each student are necessary. With a class of seventy the demand upon the books considered in any class-period is so great that there is much difficulty in really studying them. The class ought to be divided, so that each division could be assigned a different list of books for examination. This would mean, however, two additional hours of teaching, for which I do not feel equal. In any event, the task of looking over seventy papers is very time-consuming, and should the class be large during the current year, I shall be obliged to ask for help in reading these papers.

This course is proving itself of such service in introducing students to the Library at the beginning of their college course that it ought, at least, to receive the help suggested by Professor Root.

Professor Charles H. Wager says in his report on *English*:

I cannot, however, abstain from remarking upon the auspicious opening of the current college year. For the first time the Department is sufficiently manned. The number of elective courses has been increased by four, and these courses, with one exception, are full. The new electives might have been still more numerous, had it not seemed necessary to give the chief benefit of our increased force to the required courses in composition. These courses have been so distributed that each instructor can now read all the themes of his sections, and can even find opportunity for private conference, with those students at least who are most in need of them.

It should, however, be borne in mind that responsibility for the speech and writing of our students by no means rests wholly upon the English Department. It is probably too much to expect that instructors in all departments will decline to receive grossly ill-written reports and examination papers. Nevertheless, an approximation to such rigor is the price we must pay if the present lamentable state of affairs—not peculiar, of course, to Oberlin—is ever to be improved.

In none of the already existing departments were so important changes inaugurated as in English. The Department is now manned with one Professor, one Associate Professor, and three Instructors, an increase over last year of one Associate Professor and one Instructor. This has made it possible, as noted, to have all the theme reading done by the regular corps of instructors, and to provide for some personal conferences.

Professor William G. Caskey, of the Department of *Oratory and Rhetoric* reports in part as follows on the interest of Oratory and Debate, and on the change in the constitution of the Northern Oratorical Association :

Each year we find a larger number of men entering the preliminaries. The year upon which we have entered promises to eclipse all others in the number of candidates for the intercollegiate teams.

A distinct gain was made this past year in the Northern Oratorical Association in which our oratorical interests culminate, by a radical change in the constitution. For the seventeen years of its existence, the affairs of the association were in the hands of a passing body of students, no one of whom ever sat twice in its executive sessions. With no permanent members to retain the experiences and traditions of the organization it has suffered many a disadvantage and has even been made ridiculous. By the recent amendment, the faculty members constitute a permanent element in the organization, thereby making possible a definite and consistent policy.

Professor Charles Nelson Cole, of the Department of *Latin Language and Literature*, in speaking of the changes in the Department, says :

A further change in the work of the department was the addition of a reading course for graduates, which took the place of the private class I had previously conducted for two years. Seven members were enrolled in the course, five of whom were instructors in the academy or the high school. The work done in this course continues to be highly stimulating and profitable to me personally.

Aside from these changes the work of the department was conducted essentially as in former years. Interest in the subject seems to be well maintained, and the numbers are as large as can be cared for with the present force. We are looking forward to the time when we shall have sufficient teaching force and library equipment to add courses in Latin Literature in English, to our offerings for undergraduates, and to undertake some real graduate work with those who study here after taking a bachelor's degree. In the matter of library facilities our gains of recent years, while large and important, have not yet relieved us from the need of further extensive additions.

Our needs in this respect will be shown more clearly than ever

when the time comes to fit up a seminary room in the new library.

The current year does not fall within the range of this report, but it may be said that the department now has the full time of an instructor, formerly shared with the department of Greek.

Professor Charles B. Martin reports on his year of absence and the work of the *Greek* department under the care of Mr. Lord while he was away as follows :

The time from the middle of September until the middle of July, with the exception of two weeks in London, was spent in study in Berlin ; from the middle of July until the last of September in study and travel in Italy, Greece, and Egypt. Some time was devoted to the selection of books, photographs and slides for the College.

There was no regular elective Greek given during the year ; the Freshman Greek was, however, arranged in such a way that those who had had Freshman Greek could take it as an elective. It is my impression that the interests of the department were well cared for during the year by Mr. Lord. The class beginning Greek, which takes enough of the language to enable those who complete the work in the year to take up Freshman Greek, seems very clearly to supply a need. It has numbered in the three years preceding this year on the average about 25 students. This year there are about 35 in the class. While the time is perhaps not yet at hand for a fourth man in the department of the Classics, a fourth man could, to the advantage of the department, take the class in beginning Greek, and offer other electives in the line of Greek, possibly some courses in Greek Literature in English, and Greek History.

There is need of an increase of the library appropriation for this department as well as for others. An appropriation is also needed for the department of Classical Archæology. This would make possible the reduction or the abolition of the fees demanded of students. Additional recitation rooms are also needed, so that, until such time as an art building is erected, a room may at all times be free for use as a laboratory in Archæology.

Professor John R. Wightman, for the Department of *Romance Languages and Literature*, reports as follows :

At the beginning of the last scholastic year there were 38 hours of instruction offered in this department, viz. 34 hours of French and four of Spanish. The greatly increased number of students wishing to begin the study of French—an increase of almost 50 in one year—at once obliged the formation of two new sections in First Year French. This class then has six sections, averaging each almost 30 students—this being thought the maximum number that can be properly taught in a beginning class in language. Throughout the year there were thus 48 hours of teaching offered in Romance Lan-

guages. Of those your Professor taught 16, 4 of Spanish and 12 of French, while Professor Cowdery taught 17 hours of French and Mr. Jameson 13. The last named taught classes in Physical Training also, an arrangement which he feels obliged to continue for the present year.

As in past years the French Circle has held weekly meetings. This society, which is under the direction of the teachers in the department, and is in affiliation with the French Alliance, has proved of practical value to many students.

Professor Cowdery, of the same department, adds the following concerning the use of phonograph and lantern slides:

The experiment of using the phonograph before classes to give them French pronunciation as spoken by a Frenchman has been a decided aid, I think, in this difficult part of the study. Each student was able to have the printed words before the eyes and to listen to the pronunciation repeated several times if necessary. I consider this a very useful, though not an absolutely indispensable aid. I am inclined to think it would be worth the amount it would cost the College to own a phonograph and a set of records. I do wish to emphasize the great need of slides illustrating the places and peoples described in our books, like Hugo's '93, *Les Misérables*, and *L'Abbe Constantin*. The great advantage of the lantern over photographs lies in the possibilities for the teacher to call the attention of the *whole* class to the same point at the same time. I have a large number of photographs for all these, which I am glad to use; but I cannot have the class see the point I am emphasizing while I am doing it. I feel as if this were as essential to good modern teaching, as laboratory materials for chemistry or zoology.

Mr. Jameson, of the same department, gives interesting data as to classes to which the First Year French appeals:

I have investigated the question of the classes from which the students electing First Year French came and find the following proportions for the Second Semester, 1906-1907:

Freshman, 38.....	46.8 per cent
Sophomore, 15.....	18.2 per cent
Junior, 18.....	21.8 per cent
Senior, 10.....	12.0 per cent
Special, 1.....	1.2 per cent

Dr. William E. Mosher, of the Department of *German*, speaks as follows of the satisfactory conditions in which he found the German Department when he assumed the headship:

In the first place I would give expression to the eminent satisfaction, which I felt last year and which I am experiencing this year

with new classes, that students, trained according to the prevailing method as introduced by my colleague, Professor Abbott, are able in the advanced courses to undertake and carry on successfully literary work of a scholarly character. I believe that the conviction is warranted, that the policy which Professor Abbott instituted several years ago is one which has brought forth and will bring forth unusual results. There are few colleges in the country which prepare students in three years of work for a strictly literary study of the German Literature.

Professor Mosher speaks of the need of an additional three hours' course in advanced German, but he says:

"Inasmuch as the present teachers in the department are taxed to the limit, a new course looks toward an increase in our force of instructors, which I, of course, cannot recommend for an additional three hours. However, if the number of students continually increases so that our elementary (first and second year) classes increase to over thirty, I trust that the above-mentioned need may be taken into account. I might add that there are about thirty students in each of the elementary divisions now. This leads me to a recommendation which I would place before you for your consideration and that of the Faculty. It is that instructors who are pursuing the conversational method may be permitted to limit the number of students in each class to thirty. It is exceedingly difficult to arouse and maintain any spontaneous interest even with this number. If the interest of the students is not more or less spontaneous, the conversation is certain to be perfunctory and mechanical."

Dr. Florence M. Fitch reports on the work in *Bible* and calls attention to the awakened interest in the study of the Bible.

The increasing interest in the English Bible work should be noted. The Old Testament elective course last year numbered seventy, as against forty-five the preceding year. This fall, twenty-five women are taking the Freshman Bible course as an elective, ten of whom have had a full year or more of Bible work before this. Should the interest continue to increase, it will be imperative to add further elective courses, to prevent too large additions to the Freshman course, which now numbers 180, and unmanageable elective classes. Several students have also expressed a desire for elective New Testament work, who yet do not care to enter so large a class as that given for the Freshmen. The arrangement of our curriculum, rotating courses and repeating only once in four years, has seemed to meet the needs of the past, but is hardly adequate for the awakening interest in the study of the Bible.

The division of the required Freshman Bible into two sections, one for men and one for women, has proved of great advantage in the work in Bible, but this division has not at all relieved the difficulty

caused by all Freshmen taking Bible at the same hour. This arrangement bars from that hour all Freshmen electives and causes very unfortunate congestion particularly in French, German, and Latin classes open to Freshmen. Partial relief would come by putting the sections for men and women at different hours, but in the case of the women it would still mean a very large section of the Freshman class in one recitation period.

Miss Eva M. Oakes, instructor in *Drawing and Painting*, speaks of the attractiveness of the courses in Drawing for college students, and of the exhibit of the Art Student's League of New York.

I think that the department is doing its best work for the college in providing courses in drawing, especially arranged for college students. There are five such courses outlined in the catalogue. The increasing number of students taking the work may indicate their value. Several of these courses have been arranged with particular reference to college men who are going into business or into one of the technical professions. The outlines of the work and the drawings of students have met with the approval of the head of the Department of Drawing in Case School, and I have to thank him for a set of wooden patterns of machinery to be used as models in drawing. These patterns have been of great help because of the difficulty in procuring models for this kind of drawing.

It is my purpose to provide for my students each year an exhibit of work from some good artist or school. This gives them an opportunity to study more closely different technical methods and serves as a stimulus to their own work. Last April I had the good fortune to secure an exhibition of work from the Art Students' League of New York. The drawings hung in the art rooms for a month, and the students had the opportunity of seeing work from one of the best schools in the country.

Number of College students registered each year in the course of Drawing and Painting for the past five years:

	Women	Men	Total
1902-03	3	2	5
1903-04	8	5	13
1904-05	26	14	40
1905-06	20	13	33
1906-07	40	20	60

From the report of Professor Edward Dickinson, of the Department of *History and Criticism of Music* the following item is taken:

I am much gratified at the interest shown by college students in my course in the Appreciation of Music, as indicated by the fact that

the number in the class is more than four times as large as it was a year ago. In addition to this class, the number of college students in my conservatory classes in the History of Music is about the same as usual.

The College of Arts and Sciences is fortunate in being able to make an arrangement with the Conservatory of Music by which college students are able to take with college credit the courses in the History, Criticism, and Appreciation of Music. These courses are such as deserve a place in the college electives and we ought to look forward to the time when such a department will become an integral part of the College of Arts and Sciences. Conditions are favorable in Oberlin for the development of the students' interest in Music and Art and will be much more so when the Art Museum becomes a reality. The college has a large amount of material illustrating Renaissance and mediæval Art, and it will be very desirable to have this material used. The retirement of Mrs. A. A. F. Johnston, LL.D., leaves this work in abeyance for the present, but it is hoped that until the department of Fine Arts is definitely organized some temporary arrangement may be made by which the college will be benefitted by this collection of art material.

Mathematics and the Sciences

The report of Professor Frederick Anderegg, of the Department of *Mathematics*, is given in full:

In the Department of Mathematics the conditions were the same last year as in the preceding. The teaching force was unchanged. There were seven sections in the regular required freshman work. Mr. Armstrong gave elective courses in College Algebra and Plane Surveying. I gave elective courses in Calculus, Analytic Geometry, Theoretical Mechanics, and one graduate course in which several subjects which the class especially desired in view of future graduate work were taken up. I think the year's work was fairly successful and satisfactory.

Mr. Armstrong, after two years of very acceptable service, has left us for a professorship in his alma mater, Ohio Wesleyan University. Mr. Luckey has gone to Harvard for further study. The return of Dr. Cairns from his very successful two years of work at Göttingen, and the appointment of Miss M. E. Sinclair as Instructor in Mathematics, who returns to Oberlin College after a number of years of successful study at the University of Chicago and teaching at the University of Nebraska, where she had been promoted to an adjunct professorship, makes the teaching force in the Department of

Mathematics stronger than it has ever been, and makes possible some decided advance in the efficiency of the department.

Associate Professor Cairns reports on his work abroad and the new arrangement for Mechanical Drawing.

My report for this year consists chiefly in recounting the events of the past two years of study. I spent the two university years at Göttingen, working out a dissertation under Professor Hilbert and taking my examination for the doctor's degree successfully on July 3. The dissertation will appear this month and bears the title, "Die Anwendung der Integralgleichungen auf die zweite Variation bei isoperimetrischen Problemen." In connection with this work I had the opportunity, which I gladly embraced, of becoming acquainted with the present state and the present tendency of mathematical development in Germany. I feel that the two years' study has been of great importance and profit to me and will react, indeed is already reacting, favorably on my college teaching. The course in mechanical drawing is now given in Bradley Auditorium, in the south half of which I was forced to take refuge. It is being fitted up in a way that I think will prove satisfactory for the purposes of this course.

Professor Frederick O. Grover, of the Department of *Botany*, reports upon the changes in the courses and the accessions to the herbarium.

Two new courses were added during the year 1906-07 to those offered by the department of botany, one a teachers' course in laboratory technique, the other a course in plant anatomy. It is the plan to give the teachers' course each year, but the other will be offered in alternate years only.

The department showed a healthy growth in the number of students registered, the increase being from 142 in 1905-1906 to 178 in 1906-1907.

A considerable amount of time was devoted to the care of the herbarium, which has had some important accessions, largely by purchase.

These accessions consist of 100 Algæ and 200 Fungi, parts of the two most important series of these plants ever distributed in this country, to which we are subscribers; also 400 Cryptogams from Colorado, arranged to show their climatic and physiographic distribution, a unique series in this country; and finally, the herbarium of Mr. E. Wilkinson, of Mansfield, Ohio, consisting of about 25,000 sheets of Flowering Plants and Ferns, several hundred Mosses, Fungi, etc., 600 bottles of carefully identified seeds, 100 Woods, mostly Mexican, and 100 fruits, besides 2,000 duplicate plants and four herbarium cases. The purchase price of Mr. Wilkinson's collection was only \$500, of which \$200 has been paid from the departmental funds, the

remainder to be paid later. It seems as though the department could scarcely justify itself if it failed to secure such a valuable addition to its collections at so nominal a cost. The department, however, will find it a serious strain upon its resources to meet the full obligation, and it will thankfully welcome any assistance in meeting the indebtedness.

During the year the department has received from Mr. James M. Spencer, of Munich, Germany, what is assuredly the most valuable single gift it has had since the notable ones of Dr. Kelsey and Hon. J. D. Cox. This gift consists of an unusually valuable microscope with an exceptionally complete set of accessories for the most varied work, and also of some very important sets of botanical works for the departmental library. The gift comes at a most opportune time and meets a very great need in our equipment.

Professor F. F. Jewett, of the Department of *Chemistry*, calls attention to the changes in the plan of conducting the courses in general chemistry as adopted last year, and some of the especial needs of the Department.

The change in the plan of conducting the work in general chemistry, whereby the subject is taught as a three hours' course throughout the year, rather than a five hours' course during one semester, involves the employment of the large laboratory, throughout the year, by the students in general chemistry alone. In fact, another room is also used for these students. Both of these laboratories are open daily from 9 to 12 and from 1:30 to 4:00. This use of the large laboratory leaves no place for students in qualitative analysis, who formerly used the laboratory the second semester, unless a room intended for organic chemistry be used. This can be done, however, provided the large west basement under the lecture room be fitted up for a laboratory. It will answer very well for this purpose, as it is high, dry, well lighted, and well heated. The expense involved in plastering the walls and in putting up a partition cannot be great. The furnishing of desks for this room and providing each desk with gas and water will cost more. Such a room will accommodate 40 or 50 students. An extension of the building to the north would be a preferable arrangement, although the basement will satisfy present needs.

Last year's work in Electro-chemistry, a subject that had been taught by Dr. Taylor, I took charge of myself in addition to my usual duties. To do this work efficiently and with satisfactory results will necessitate the better equipment of a small room for this subject, which is becoming more and more important, and is especially elected by the more advanced students, particularly the young men. A sum of perhaps \$500 would be of great help for this purpose.

When the chemical laboratory is heated from the central heating plant and the boilers now used are removed, a laboratory for assay-

ing, more adequate than the small room now used, can be arranged at a very small cost, and will afford better facilities for this kind of work.

From the report of Dr. Edwin B. Branson, for the department of *Geology*, it is seen that another department is furnished with suitable quarters for its work. He speaks also of additions to the Geological Museum made by the summer school.

The only increase in the work of the department during the year was the addition of a two-hour course in Stratigraphy and the addition of one extra hour's work in Paleontology. The new course was elected by four men and was very successful. With the desire of further rounding out the work of the department three new courses were added to the schedule for succeeding years, one three or five-hour course in advanced Economic Geology, one three or five-hour course in advanced General Geology, one three-hour course in Petrology. One student who had taken all of the work offered in the department passed an examination of the United States Geological Survey last spring and now has an appointment as assistant geologist on the survey. Good students who now elect all of the work in the department should be able to pass the Survey examination with high enough grades to insure them good positions. Two students who had taken all of the work previously offered in the department here are going to the University of Chicago to do graduate work in geology next year. One of them has a scholarship there.

During the Christmas recess the geological quarters were moved to a building on Main street that had been fitted up for the geological department. The building furnishes plenty of room for the work, and the quarters are comfortable. Fifty dollars per year for the purchase of equipment is necessary for the continued development of the department.

Quite a large collection of invertebrate fossils were collected for the museum by the summer geology class. Since these come from a practically new region, they are especially valuable. During the year the advanced students and the instructor collected fossils from many new fossiliferous horizons in the vicinity of Oberlin. As this region has been a particularly difficult one to work out, owing to the supposed scarcity of fossils, these specimens are of high scientific value. Aside from the collections mentioned above, only one addition was made to the museum during the year. This was a collection of fossils from Lebanon, Ohio.

The report of Professor Charles E. St. John, for the Department of *Physics and Astronomy*, notes changes in the quarters occupied by the department and calls attention again to the needed equipment for Shop Work.

The past year saw the highest enrolment in the department of Physics and Astronomy for the last ten years, and the limit of laboratory accommodation for the general Physics is about reached. The fitting up of two rooms in the basement of Peters Hall for the advanced courses has very greatly increased the efficiency of the work. These rooms were formerly used for the storage of coal, and presented a forbidding appearance when refitting was begun; but after the windows were all uncovered, and the walls whitened, they proved to be well suited for the purpose. This arrangement localizes the advanced work, and greatly relieves the teachers.

The taking up of the work of Dean of the College of Arts and Sciences by the head of the department of Physics and Astronomy made it necessary for the department to have the time of a full instructor, instead of part time. In the absence of Mr. James S. Luckey, who was granted leave for study in the Harvard Graduate School, Mr. Wm. G. Mallory was appointed instructor for the coming year. Mr. Mallory received his Master's degree from Oberlin in 1907, and spent the summer studying at Cornell University. Mr. E. J. Moore, A.M., Oberlin 1906, an instructor in the Academy, will give part of his time to the assistantship in Physics.

So far, the Shop Work which we have desired to furnish has not been offered. The building and equipment could be obtained for fifteen thousand dollars. The salary of an instructor has been guaranteed for a series of years. The urgency is very great, and it would hardly seem possible to increase the attractiveness of the college for men in any other way by the expenditure of so small an amount.

Professor F. E. Leonard reports for the Department of *Physiology and Physical Training*.

Three men were graduated from the Teachers Course in Physical Training, and of these two are now filling positions in the Horace Mann School of Columbia University and the third is employed by the Toledo Young Men's Christian Association. The present enrolment of men includes four seniors, four juniors, nine sophomores, and twelve freshmen.

The greatest need of the department is a recitation room of its own, and a laboratory for the use of men studying anatomy and for the storage of material used for demonstration in the courses in anatomy, physiology, and the theory of physical training. At present the conditions in Peters Hall are quite intolerable, since only a part of the courses can be given in room 24; room 23 is too small for laboratory purposes and is too publicly situated, and where courses are given in other rooms the material for demonstration has to be carried through the court. The classes are large enough and the courses are sufficiently numerous to warrant some special provision. If when the present Library building is given up to Zoology the U. L. A. room and the cataloging room on the second floor could be set apart for the pur-

poses mentioned, they could be made over into suitable quarters without great expense.

The need of suitable rooms for the department is unmistakable, both for its own sake and for the relief it would afford in Peters Hall. The rooms referred to in Spear are those Professor Metcalf suggested as possible for the use of the department of Geology, but as they are not needed for Geology, it would be a fortunate solution of the difficulty if they could be assigned to Physiology without undue crowding of the Zoological department. The two departments are naturally neighbors, and when the recitation room is not used for Physiology it would be available for the overflow from Peters Hall.

Dr. Lynds Jones reports for the Department of *Zoology* and his own summer's work in part as follows:

The work of this department has gone forward pleasantly and successfully. The only change in the personnel of the teaching force was the addition of a student assistant, in the person of Mr. G. D. Allen, of the Senior class, in the laboratory work of Elementary Zoology, because the class was too large for successful handling by one man.

This department sustains a great loss in the promotion of Dr. Branson to Associate Professor of Geology and his consequent withdrawal from this department.

My summer has been a particularly pleasant one. I wish here to express my hearty appreciation of the liberality of the Faculty in permitting me to leave my work in the last week of May in order to join an expedition to the Pacific Coast of Washington for the purpose of studying the Biota of that almost unknown region. Five weeks of teaching at the Lake Laboratory of the Ohio State University, near Sandusky, was followed by a month in Porto Rico. From Porto Rico, as well as from the Pacific Coast, I was able to bring back some valuable specimens for the Museum. Lack of transportation facilities and the cost of transportation made it necessary to limit myself to small things.

The most important work of the year in the Museum has been the complete cataloging of the John C. Catlin collection of birds which was purchased with the express stipulation that it should be put upon display. The work of remounting was completed, the rearrangement of the entire collection of mounted birds to accommodate this collection was accomplished, and a card catalogue made. Very little other work has been done except the regular routine care of the specimens, which is considerable. Such of it as I could find time to do, I have been obliged to have done whenever I could find anyone to help. Since most of the work requires some experience in the care of a museum, it has not been easy to find appropriate help.

I doubt if you are aware that the College owns a great deal of valuable Anthropological material. This has always been cared for by the department of Zoology, probably because "The Museum" has been thought of as belonging particularly to the general department of "Natural Science." Now that the departments of Chemistry, Botany, Geology, and Physiology have separated their collections from the old Museum, it seems that the time has come when we should expect that some real use should be made of our anthropological specimens. Much of such material is hard to keep stored because it is peculiarly subject to insect attacks in that condition. If displayed and used, even infrequently, the danger of deterioration would be far less. I therefore urge upon you the serious consideration of some plan whereby the appropriate department shall take over this collection and plan for its use.

History and Social Science

In the report from the Department of *English and American History*, Professor Lyman B. Hall says in part as follows concerning the change to purely detailed courses in that department:

It was the first time that my work was all given in the form of detailed courses; the first time that I have not offered one outline course in English and American History respectively; so that a student by two semesters of work could cover the whole field of English or American History as he might choose. The only objection I have heard against the change is that many students wish only an outline course in History.

But, while I think that some students who would elect outline courses will not elect detailed courses, I have found nothing in the experience of the year to shake my conviction that the change is both desirable in itself and indispensable in view of our relations to our fitting schools. Of course, all our students for years have had a good deal of training in outline work in American History; but the novelty which compelled me to modify my scheme of courses is that within the last six or eight years the number of students who have had good courses in outline work in English History has rapidly and steadily increased.

Another reason which makes the change wise is the usage of other colleges. I know of no other college which offers anything like the quantity of work in History that we do which gives at present outline courses in English and American History.

The third reason which justifies the change is that only by detailed work can proper historical training in English and American History be given. Anything at all resembling the laboratory method of instruction which is felt to be essential in every department of

science, and which all students of University Pedagogy urge upon History teachers, is impossible in outline courses.

From Dr. Albert B. Wolfe's full and suggestive report for the Department of *Economics and Sociology* the following extracts are made:

Including the economic seminar, this department gave something over 950 "instruction units" during the year. This is an increase of about one-third over the preceding year, and of about 20 per cent. over the average of the four years, 1901-05. While such increase in the number of students electing these subjects is no doubt a cause for gratification, a more serious fact is that it all falls upon one instructor. In no other department with so limited a teaching force, I believe, is anything like this amount of instruction given. During the first half-year I taught twelve hours a week, with 178 students, and during the second half-year fourteen hours a week, with 182 students. None of this work was repetition. Certainly the experience of the year points to the necessity of at once and very materially increasing the teaching force in economics. The class in sociology has again proved most satisfactory. I believe that few subjects will be found to contribute more to a liberal education than this.

In reviewing the year's results, it is a pleasure to state that two students who specialized somewhat in this department recently have decided to fit themselves to teach economics and have secured university fellowships, one at Columbia, the other at Harvard.

Turning now to larger matters pertaining to the future of the department, I wish to recommend an immediate increase in the teaching force. I recommend the appointment of an *instructor* of economics to begin work at the opening of the second semester, and to devote his time to the more "practical" and concrete subjects of money, history of commerce, etc., which appeal mainly to men. Then with the appointment of a professor of Political Science for next year, who will be able to give a minor part of his time to economics or sociology, the teaching force will be adequate for present needs. Anything short of what is here recommended, however, will greatly retard the development of the department.

The next step we should look forward to, it seems to me, is the establishment of a Division of History and Social Science. At present there is no coördination between the several courses offered by these departments. The instructors in these subjects, whatever views they may hold individually as to the purpose and value of their courses, of their relation to the aim and purpose of college study as a whole, and of their relation to one another, have not worked these matters out together. While still retaining the indispensable democracy of the present organization, it ought to be possible to have official coördination and coöperation in these departments. To this end I recommend the establishment of the division mentioned, to be

organized with a chairman and a committee composed of all the instructors in these departments, with power to make recommendations to the Faculty concerning courses and all matters pertaining to the common welfare of the departments.

Dr. Wolfe also raises the question whether the time is now at hand that there should be organized in the College a school of Political and Social Science.

I believe that the American college is in its present critical period because the ideal of a liberal education it still holds, even after the pronounced changes in curriculums and methods in recent years, is based in part on pedagogical principles that have been shown to be erroneous, and is more fitted to meet the needs of a past state of society than those of the present. Young men to-day recognize quickly how much the country has for them to do, they have caught something of the social, as contradistinct to the individualist spirit, and they are unwilling to spend four of the best years of life in attaining a purely individual culture. This situation the college must meet. If it meets it rightly, the place of the college in America will be greater than ever; if it does not, there will be a very great loss, not only to the colleges, which is a secondary matter, but to the social well-being, which should be the colleges' main concern.

It is probably possible to combine the "practical" training, now demanded, with a "liberal" education—more correctly speaking it is possible so to revise our concept of the liberal education and so reform its content (the college course) that a "liberal" education and a "practical" training for life work will be in a large part synonymous.

Philosophy, Psychology, and Education

Professor Simon F. MacLennan, of the Department of *Philosophy and Psychology*, reports as follows on the condition and needs of this department:

The course of studies in Philosophy remained the same as in previous years with the exception that a new course was offered in the Evolution of Religion and that a new course was undertaken for the present year—Æsthetics. The two additions have made the work of your professor particularly heavy, inasmuch as it means 10 hours of lecture work and four of laboratory work during the first semester; and 11 hours of lecture work with four hours of laboratory work during the second semester. Also the lectures are on different subjects. It does not seem possible to drop any of the work as there is a growing demand for it. The two courses added have each been elected in good numbers. It cannot, therefore, be long before the department must be enlarged and this without reference to the increasing complexities of the required class. At first sight it might appear

as though an enlargement of the staff in philosophy were unnecessary, inasmuch as nominally the department already possesses three full professors. In actual work, however, the department had last year the time of one and one-third professors, and this year of one and one-fifth professors. The result is that a very heavy burden is laid upon your professor. The work of the department should not be decreased, and the burden is already too heavy for the present arrangements. I would advise that for next year the half-assistantship in Psychology, etc., should be raised to a full assistantship. The adequate handling of the required courses in one section demands this of itself. Thought should be given also to the possible division of the departments of Philosophy and Psychology, so that adequate attention can be given to each without unduly taxing the energies of one person.

Professor Edward A. Miller, of the Department of *Pedagogy*, in his report makes some suggestions on the representation of the College at educational meetings that ought to receive consideration. By the creation of a full professorship in History, Professor Miller has been relieved of the work in Greek and Roman History, and thus is able to offer new courses in Pedagogy. He reports as follows:

The courses offered in Pedagogy last year comprised a three-hour course in History of Education during the first semester, followed by a three-hour course in modern educational literature in the second semester, and a two-hour course in Comparative Secondary School Systems, followed by a two-hour course in organization and administration of schools.

The election in these courses is practically confined to the Junior and Senior years, that is to those who have taken or are taking the required work in Psychology. Exceptions are made in the cases of experienced teachers.

During the present year another two-hour course will be offered in the first semester, a reading course in the great Educational Classics, with accompanying lectures on the times and men that produced them, this to be followed in the second semester by a two-hour course on the Educative Process and a study of the principles of Secondary and Elementary Education.

As I pointed out in my report of last year we lack here the opportunity of giving prospective teachers actual practice in the class-

room, and I feel sure that there is no system of study that can take the place of actual contact with the concrete problems that arise in class teaching.

During the year arrangements were made by which three members of the class were given teaching work in the local high school, added credit of one hour being allowed in one case. This work was satisfactory to the high school and of great value to those students who did it. It is perhaps worth while to point out here that six of the seven members of our local high school force, exclusive of the Principal, have been students in these courses, and one of the two ward principals.

In connection with the work of the department I have served as chairman of the appointment committee and am glad to report that through the effective work of Secretary Bohn we have been able to place practically every one of last year's graduates who was prepared to teach.

There is one further thing to which I wish to call attention. I do not think Oberlin is represented as she ought to be, or as the other leading Ohio colleges are in our various county, state, and national educational meetings. The college ought, I am sure, to be represented in the local and state meetings. We must guard against aloofness or any attitude that can be so interpreted. The matter of expense is such that attendance regularly is practically prohibited. I believe it would pay the college in the end if some provision were made by which its various departments could be represented at the meetings connected with their work.

III. INSTRUCTION

The amount of work offered in the different subjects during the last five years is given below in semester hours, a course with two, three, or four recitations a week is counted as two, three, or four semester hours respectively, whether the work is given in one or more divisions of the class, so that the breadth of instruction offered in any one year is fairly indicated by the number of semester hours. The courses that are part of a cycle or alternate are counted only the year that they are given.

Breadth of Work Offered

	1902-03	1903-04	1904-05	1905-06	1906-07
Anatomy	3	3	3	3	3
Astronomy	6	6	6	6	6
Bible	8	8	8	8	8
Bibliography	6	6	6	6	6
Botany	29	29	29	35	35
Chemistry	24	24	29	36	39
Christian Evidences.....	3	3	3	3	3
Classical Archæology.....	6	10	6	8	*2
Drawing	6	12	15	15	15
Economics and Sociology.....	24	21	24	21	26
English Composition.....	10	10	12	12	12
English Literature.....	28	†13	28	41	48
French	35	37	37	39	39
Geology	13	13	13	19	31
German	38	*24	43	40	43
Greek	26	22	28	28	*18
Hebrew	13	17	10	10	10
History	44	46	42	*21	*21
Italian	0	8	0	8	0
Latin	24	10	18	30	26
Mathematics	36	*24	38	42	43
Mineralogy	5	5	5	5	5
Music	12	10	16	22	22
Oratory	8	12	12	14	14
Pedagogy	8	10	10	10	10
Philosophy	28	32	36	39	35
Physical Training.....	4	4	4	4	4
Teachers Course, Physical Tr'g.	17	17	22	22	22
Physiology	5	5	5	5	5
Political Science.....	9	10	14	*0	8
Zoology	22	20	†10	22	27
	<hr/> 530	<hr/> 497	<hr/> 566	<hr/> 596	<hr/> 624

* Professor abroad on sabbatical leave.

† Temporary decrease of staff.

The five departments offering the widest range of instruction in the year 1906-07 were English, German, Mathematics, Chemistry, and French.

The Secretary has furnished from the records in his office the following data and discussion:

Instruction Units

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in recitations which are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1906-07, and I have added for comparison the corresponding figures for the four preceding years. It will be understood that the figures used in the table are compiled from the detailed statistics printed at the back of this volume:

Departments	Total Classes or Sections	Hours of Teach- er's Time	Students			Total Instruction Units 1906-07	Total Instruction Units 1905-06	Total Instruction Units 1904-05	Total Instruction Units 1903-04	Total Instruction Units 1902-03
			Men	Women	Total					
Anatomy	1	2	4	15	19	57	60	33	39	36
Astronomy	2	12	7	9	16	48	105	114	54	27
Bible, Theol. and Evidences.....	5	13	263	433	696	1318	1141	1028	954	757
Bibliography	3	6	43	75	118	236	108	92	122	68
Botany	10	82	70	108	178	555	441	386	408	172
Chemistry and Mineralogy	10	128	181	120	301	1434	1563	1554	1556	1212
Classical Archaeology.....	1	2	4	46	50	100	368	174	162	108
Economics, Sociology and Pol. Science.....	10	27	202	139	341	941	699	1073	769	696
English Composition.....	24	44	378	590	968	1858	1687	1612	1557	1241
English Literature.....	18	42	185	562	747	1766	1582	1591	1358	1434
French	30	84	197	434	631	2011	1568	1349	1197	866
Geology.....	6	33	58	43	101	282	137	162	174	167
German.....	24	88	175	377	552	2074	1824	1706	1333	1208
Greek.....	5	19	44	63	107	421	408	500	439	425
Hebrew.....	2	10	8	0	8	40				
History.....	10	26	155	203	358	969	998	1335	1141	1523
Italian.....	0	0	0	0	0	0	72	0	32	0
Latin.....	16	45	84	394	478	1370	1284	1146	1236	1276
Mathematics	28	97	300	286	586	1683	1536	1645	1624	1798
Musical History.....	8	26	33	80	113	371	225			
Oratory	8	20	89	58	147	397	339	292	211	323
Philosophy and Pedagogy.....	15	47	222	384	606	1730	1704	1433	1327	1340
Physical Training (for credit)	12	36	232	220	452	452	452	403	360	323
Physics.....	6	86	106	9	115	550	480	436	455	418
Physiology	1	5	19	29	48	240	250	205	140	125
Spanish.....	2		2	10	12	48	0	104	0	30
Zoology.....	7	94	113	118	231	736	620	548	776	596
Teachers Course Phys. Tr.....	18	41	30	183	213	327	321	207	135	8
Totals.....	282	1023	3204	4988	8192	22014	19999	19128	17659	16177

The column marked "hours of teachers' time" include all the time spent by teachers, whether in class-room recitations or in laboratory instruction.

In the two semesters of 1906-07 there were 282 classes, as compared to 271 last year. The total enrolment in these classes was 8,192, and the average number of students per class was 29.06. The corresponding figure for last year was 27.6, and the average for the four preceding years varied from 27.0 to 28.1. This of course means that the increase in the number of students in the College Department was more rapid than the increase in the teaching force and in the number of classes.

The enrolment for 1906-07 shows an increase of 12.3 per cent. over the enrolment of the preceding year, and an increase of this amount is naturally to be expected in the instruction furnished in each department. In some departments, however, there have been increases in excess of the normal percentage above mentioned. The greatest increases in the amounts of instruction furnished, as compared to the preceding year, were :

Bibliography	118.5	per cent.
Geology	105.8	"
Musical History	64.9	"
Economics, Sociology, and Political Science.	34.6	"
French	28.2	"
Botany	25.8	"
Zoology	18.7	"
Bible, Theology, and Evidences.....	15.5	"
Physics	14.6	"
Oratory	14.1	"
German	13.7	"
English Literature	11.6	"
English Composition	10.1	"
Mathematics	9.6	"

The amount of instruction furnished in Greek, Latin, Philosophy, and Pedagogy, and in the Teachers Course in Physical Training showed slight gains, while there were slight losses in Anatomy, History, and Physiology. There were considerable losses in Astronomy and Classical Archæology.

The department of German again ranks first in the total amount of instruction furnished, with the department of French second.

In comparison with the corresponding figures of four years ago (1902-03) there are the following striking increases in the amount of instruction furnished :

Bibliography	247.0	per cent
Botany	222.6	"
French	132.2	"
Physiology	92.0	"
Bible, Theology, and Evidences.....	74.1	"
German	71.7	"
Geology	68.8	"
English Composition.....	49.7	"

The gain in enrolment in the College during the same four years was 38.7 per cent.

Tabular Comparison

The data from the above tables of semester hours and instruction units are combined with the related data in the following table:

	1902-03	1903-04	1904-05	1905-06	1906-07
Semester hours.....	530	497	566	596	624
Enrolment	578	633	670	714	802
Instruction Units.....	16177	17659	19128	19999	22014
Classes	211	231	254	271	282

Percentage of Increase

	1902-03	1903-04	1904-05	1905-06	1906-07
Semester hours.....	16.7	6.2	14.0	5.3	4.7
Enrolment	16	9.6	6.0	6.5	12.3
Instruction Units	14	9.0	8.3	4.5	10.0
Classes	15	9.5	10.0	6.7	4.0

From the table of percentage of increase it is seen how closely the amount of instruction as measured in instruction units, follows the enrolment as it should. The number of classes ought also to keep pace with the enrolment. It is seen that this is true except for the year 1906-07. For that year the enrolment increased 12 3-10 per cent. over the previous year, while the number of classes in which the instruction was given only increased 4 per cent., indicating a crowding of classes as is shown elsewhere in this report.

Advances Made in Instruction

The College of Arts and Sciences was able to make relatively large additions in the range and amount of instruction offered for the present year, particularly in History, English, Political Science, and Geology. In History there are now two full Professors with corresponding enrichment of the courses. In English there are now five men, an addition of one Associate Professor and two Instructors.

In Political Science a Lecturer on Government and a Lecturer on Commercial Law and Public Service Corporations have been added;

the College was fortunate in obtaining for these two lectureships Dr. Samuel P. Orth and Mr. Dahl B. Cooper for the year.

A nomination for the new Professorship in Political Science will be ready for the June meeting of the Trustees.

For the first time in the department of Geology can the Professor give his whole time to the work of this department. For the first time also the Latin Department has a Professor and the full time of an Instructor.

Advances Needed in Instruction

Besides the enlargement in the department of Greek already planned for, we must look forward to advances in the immediate future in the departments of Botany, Economics, and Psychology, giving to each of these departments the time of a full instructor in addition to their present teaching force. These are almost the only departments not so equipped, and the need in each case is becoming very pressing. The salary of an instructor in Shop Work is guaranteed for a series of years.

I would bring to your attention the question of the rearrangement of the salary schedule for Associate Professors. This readjustment has already been made in the case of Professors and Instructors, leaving this schedule in an anomalous condition and too low in comparison with the others.

IV. STUDENTS

Enrolment

The total number of students in charge of the Faculty of Arts and Sciences for the year 1906-07 was 887, classified as follows:

	Men	Women	Total
Graduates	8	18	26
Seniors	61	87	148
Juniors	56	88	144
Sophomores	65	105	170
Freshmen	108	142	250
Specials	19	45	64
	317	485	802
Drawing and Painting.....	3	22	25
Summer Session	21	39	60
	341	546	887

Degrees

During the same year the Degrees conferred under the Faculty of Arts and Sciences were :

	Men	Women	Total
A. M. (In course)	5	5	10
A. M. (after prescribed work)	2	0	2
A. B.	61	83	144
	—	—	—
	68	88	156

There were 13 of the candidates upon whom the degree of A.B. was conferred who also received diplomas from the courses in Physical Training.

Freshman Electives

The required work for Freshmen is three hours of Mathematics, two hours of English, and two hours of Bible. They are required to elect eight hours or two courses from a group containing Latin, Greek, French, German, and Science. The elections from this group for the last two years by the entering class are given below :

	1905	1906
Latin	104	107
Greek	27	21
German	87	142
French	64	95
Science	42	71
	—	—
	324	436

The gain in Freshmen for the two years considered was 25 6-10 per cent. The gain in elections from this Freshman group was 33 4-10 per cent. This was distributed among the members of the group as follows :

Gain in Latin elections	2 9-10 per cent
Loss in Greek elections	22 3-10 per cent
Gain in French elections	48 4-10 per cent
Gain in German elections	63 2-10 per cent
Gain in Science elections	69 per cent

From the table it is evident that the great gain of the Modern Languages is still keeping up ; not only is the per cent. of gain high, but the absolute number of students in these courses is also large and raises the question of what the policy of the College is to be in regard to enlarging the departments of Modern Languages. Each department is now manned with a Professor, an Associate Professor.

and an Instructor. The time of these teachers is fully occupied with the present number of classes which ought not in general to exceed about 30 students per class, a number which is reached in most cases.

Theoretically each Freshman should elect two subjects from the prescribed group; the possible elections for the class entering in 1905-06 were 398. The actual elections from this group were 324 or 81 4-10 per cent. The possible elections for the class entering 1906-07 were 500; the actual elections from this group were 436 or 87 2-10 per cent. showing a gain of nearly 6 per cent. in the number of Freshmen who elect the regular Freshman work.

Scholarship

The Committee on Failure in Scholarship is doing careful work in looking after delinquencies in scholarship, and I am sure the scholarly tone of the College was never any higher than now. The Faculty has felt the need of some distinctions in scholarship that would give a student standing for scholarly work and has adopted the plan of publishing the names of the ten Freshmen who made the highest rank during the first semester of the Freshman year.

The ten Freshmen whose grades during the first semester of the year 1906-07 entitle them to highest rank in point of scholarship are in the following list, together with the schools in which the preparatory work was taken:

Mr. Fred H. Sterns, Omaha, Neb., High School.
Miss Marguerite J. Wenk, Kenosha, Wis., High School.
Mr. Howard T. Smith, Northboro, Mass., High School.
Miss Ruth Easton, Oberlin, Ohio, Academy.
Miss Faith W. Smith, New Britain, Conn., High School.
Mr. Emerson M. Parks, Marion, Ohio, High School.
Miss Alma A. Erswell, Toledo, Ohio, Central High School.
Mr. William S. Ament, Oberlin, Ohio, Academy.
Mr. Harry N. Bliss, Salem, Iowa, Whittier College.
Miss Rosella Cole, Norfolk, Neb., High School.

To this list the name of Miss Cora Aileen Pickett, of Kansas City, Mo., should be added. Miss Pickett carried regular work, fifteen hours, but was unable to take the examinations at the end of the semester on account of illness. When she completed her work the grades which were reported for her entitled her to rank with the first two students in the Freshman class.

It is the same feeling on the part of the Faculty that led to the establishing of a chapter of the Phi Beta Kappa Society in Oberlin College. A charter was granted for such a chapter during the past year.

Graduate Scholars

It is not the policy of the College of Arts and Sciences to inaugurate a graduate school, but it has seemed very desirable to have some graduate students in residence, and at the request of the Faculty the Trustees established the following graduate scholarships with free tuition:

1. The departments are divided into nine groups:

- A. Mathematics, Physics, Astronomy.
- B. Biology, Zoology, Botany.
- C. Chemistry, Mineralogy, Geology.
- D. German, and Romance Languages.
- E. Latin, Greek, Classical Archæology.
- F. Economics, History, Historical Courses in Art.
- G. Philosophy, Psychology.
- H. English Literature, Composition, Oratory.
- I. Pedagogy, Physical Training.

2. The teachers in each group have the power of recommending to the College Faculty a graduate student for free tuition each year, with the understanding that the receiver of such a scholarship may be called on to render assistance to the teachers in the group in which he holds the scholarship.

I add a list of holders of the graduate scholarship from the establishment of the scholarship to date, showing their present occupation.

1899-1900

MRS. SARAH BROWNE-MACLENNAN, *Philosophy and Psychology*.

A. B., Oberlin College, 1899.

1900-1901

ALBERT A. AGENBROAD, *History and Economics*.

A. B., Oberlin College, 1900; Principal of East Cleveland High School, 1901-02; student at Columbia Law School, 1902-05; Lawyer in Los Angeles, Cal.

MRS. ELIZABETH ABORN-MCDONALD, *Biological Science*.

Ph. B., Oberlin College, 1900; A. M., 1902; Teacher Cleveland Normal School, 1901-02; Teacher Lincoln High School, Cleveland, 1902-04.

1901-1902

CHARLES S. PENDLETON, *English Literature and Composition*.

A. B., Oberlin College, 1901; A. M., 1903; Tutor in English, Oberlin Academy, 1901-04; Teacher in East High School, Minneapolis, Minn., 1904—.

1902-1903

ELLWYN C. ROBERTS, *Mathematics and Physics*.

A. B., Oberlin College, 1902; A. M., 1903; Student Physics and Chemistry, University of Chicago, summer 1904; Teacher Lake Erie College, 1903-04; Akron High School, 1905-06; now with Akron Rubber Company, Akron, Ohio.

HENRY C. TRACY, *Biological Science*.

A. B., Oberlin College, 1902; Tutor in Oberlin Academy, 1903-05; subsequently Teacher Walla Walla, Wash., and Vernal, Utah; now on a ranch in Utah.

MISS FLORENCE A. CROCKER, *Philosophy and Psychology*.

A. B., Oberlin College, 1902; A. M., 1903; Teacher in East Greenwich Academy, Greenwich, R. I., 1903-05; now Dean of Women and Professor of History in Rollins College.

MRS. HERBERT PRICE-SAWYER, *Library Methods*.

L. B., Oberlin College, 1890; summer 1902, student in Chautauqua Library School; student in Pratt Institute, 1905-1906; Librarian at New Platz, N. Y., 1906; now engaged with the Wisconsin State Library Commission, Madison, Wis.

MISS LENA B. TOMSON, *Latin and Greek*.

A. B., Oberlin College, 1897; A. M., 1903; Teacher in Beaver College, Beaver, Pa., 1897-1902; Teacher in Milwaukee-Downer College, Milwaukee, Wis., 1903—.

MRS. MABEL WRIGHT-BURTON, *Latin and Greek*.

A. B. Oberlin College, 1902; A. M., 1903; taught until her marriage.

1903-1904

MRS. FLORENCE FISHER-BATES, *English Literature*.

A. B., University of Michigan, 1902; A. M., Oberlin College, 1904.

MISS MARY ELIZABETH HALLOCK, *Mathematics and Physics*.

A. B., Holyoke College, 1886; A. M., Oberlin College, 1904; Teacher in East Liverpool, Ohio; now teaching in High School, Wellsville, Ohio.

MISS MABEL ANNA JONES, *Philosophy and Pedagogy*.

A. B., Oberlin College, 1903; A. M., 1904; Teacher Salt Lake City, 1904-07.

WILLIAM HARVEY PARTRIDGE, *Latin and Greek*.

A. B., Oberlin College, 1894; A. M., 1904; Teacher in High School, Beloit, Wis., 1896-1903; Teacher in Rayen School, Youngstown, Ohio, 1904-05; studied abroad, 1905-06; Professor in Fargo College, Fargo, N. D., 1906—.

JOHN EBENEZER WIRKLER, *History and Economics*.

A. B., Oberlin College, 1903; A. M., 1904; student in Columbia University, summer 1906; Tutor in History in Oberlin Academy, 1904—.

CARL ABELL ZELLAR, *Physics and Chemistry*.

A. B., Oberlin College, 1899; A. M., 1904; Teacher in High School, Lima, Ohio, 1899-1903; Assistant in Physical Laboratory, Oberlin College, 1903-04; Teacher in Rayen School, Youngstown, Ohio, 1904—.

MISS RUTH AUGUSTA DISBRO, *Philosophy and Psychology*.

A. B., Oberlin College, 1904; Teacher, Monticello, Iowa, 1905—.

RUSSELL PARSONS JAMESON, *Romance Languages*.

Ph. B., Oberlin College, 1900; A. M., 1906; diploma Summer School of L'Alliance Francaise, Paris, 1905; Gymnasium Director, Morenci, Ariz., 1900-04; Instructor in French and Physical Training, Oberlin College, 1905—.

MISS JESSIE MARIUM KELLY, *English Literature*.

A. B., Oberlin College, 1899; A. M., 1905; Teacher in High School, Ypsilanti, Mich. 1900-01; Teacher in High School, Braddock, Pa., 1901-04; Teacher in High School, Knoxville, Iowa, 1905-06; Teacher in Lincoln College, Lincoln, Ill., 1906—.

HERBERT ARTHUR STURGES, *Mathematics and Physics*.

A. B., Oberlin College, 1904; A. M., 1905; Assistant in Psychology Oberlin College, 1905-06; studied in Paris, 1906-07; Teacher in School of Mines, Rapid City, S. D., 1907—.

ALICE R. SWING, *German*.

A. B., Denison University, 1899.

1905-1906

ERNEST BARRETT CHAMBERLAIN, *English Literature*.

A. B., Oberlin College, 1904; A. M., 1906; Teacher in High School, Chillicothe, Ohio 1904-05; Tutor in Oberlin Academy, 1906-07; student in Union Seminary, N. Y. 1907—.

MISS MARTHA ADA FISHER, *Biological Science*.

A. B., Oberlin College, 1904; Teacher, Salem, S. D., 1904-05; Teacher, Seattle, Wash, High School,

HERBERT HAROLD GOODENOUGH, *History and Economics*.

A. B., Oberlin College, 1905; Teacher in Normal School, Springfield, S. D., 1907—.

JONATHAN MELVIN KURTZ, *Chemistry and Physics*.

A. B., Oberlin College, 1906; Teacher in High School, Orville, O., 1907—.

WALTER WYATT MCKAY, *Physical Training and Pedagogy*.

A. B., Oberlin College, 1905; Teacher in Physical Training Oberlin College, 1905-06; student in College of Physicians and Surgeons, N. Y., 1906—.

MISS CARRIE LENORE ROSE, *Mathematics and Physics*.

A. B., Oberlin College, 1905; A. M., 1906; Teacher in Public School, Atlantic Mine, Mich.

1906-1907

MISS ANNA ELIZABETH GILBERT, *English Literature*.

A. B., Oberlin College, 1906; A. M., 1907; Teacher in High School, Middletown, Ohio

ALFRED PIERCE LOTHROP, *Chemistry and Mineralogy*.

A. B., Oberlin College, 1906; A. M., 1907; student in Chemistry in Columbia University, 1907—.

GARABED H. PAELIAN, *Mathematics and Physics*.

A. B., Anatolia College, 1903; A. M., Oberlin College, 1907; Teacher in American International College, Springfield, Mass., 1907—.

ROSE ESTELLE RUDIN, *Latin*.

A. B., Oberlin College, 1906; A. M., 1907; Teacher in High School at Lebanon, Ind., 1907—.

LOIS D. WALKER, *German*.

A. B., Oberlin College, 1906; A. M., 1907; Teacher of German in High School, Oak Park, Ill., 1907—.

Accommodation and Care of Students

The relative number of men and women in the College of Arts and Sciences for the past six years shows continuous gain in both the absolute and relative number of women. The increasing number of women in Oberlin raises a serious question in regard to their accommodation. This year we seem to have reached the limit of available accommodations. The College assumes a great responsibility in receiving the present number, and it certainly would be unwise to increase our responsibility in this direction under the present conditions. If the College is to control the conditions which surround our young women it will be necessary to do one of two things: to limit the number of women to the present accommodations or to build more residence halls for women. The latter is a more desirable alternative, but the former can be more quickly applied in case of necessity.

Last year saw a total of 317 men in the College of Arts and Sciences, the highest enrolment in the history of the College. With this large number of men we are reaching a condition that requires attention, if we are to retain the benefits that the small college possesses in comparison with the great universities and their large number of students.

An acquaintance with each other among the students, a personal contact with members of the Faculty are important items in molding a man during his college course.

With a large body of students there is increasing danger of the formation of small cliques, and there is increasing difficulty in bringing a young man on his first entrance into college into touch with the forces and influences that will be a great part of his education. In Oberlin this separation into small student groups has not occurred to any great extent, but with an increasing number of students there will be more and more danger of it. This is proving a serious matter in some of the larger institutions and it would be wise for us to check this tendency before it becomes strong. An important agency in accomplishing this result will be the *Men's Building* with its at-

tendant influences. Another agency would be the establishment of residence halls for men which would be in a real sense the college home of the men during a large part of their course. Into these houses could come year after year the entering Freshmen who, associating with upper-classmen, would be quickly and easily brought under the influences that dominate the life of a college. They would receive from their surroundings and their associates that which helps to turn a raw college boy into a real man of the world at the end of his four years of training. I believe the formation of a residence quadrangle for men would tend to do much toward giving the boys these secondary results from their college life.

This fall two large private houses, each accommodating about twenty men, were opened. These are the first houses of the kind in Oberlin. The results of the experiment will be watched with interest and perhaps a partial solution of the situation may be obtained through similar houses if the success of these is such as to allow us to encourage the erection of others.

V. IMPORTANT FACULTY ACTIONS

Some important Faculty actions affecting the College of Arts and Sciences are submitted:

1. *Freshman Honors.* The conditions adopted by the Faculty to govern the list of Freshmen who attained the highest grade during the first semester of college work are as follows:

Only those shall be eligible who shall have been enrolled as Freshmen; only those shall be eligible who have taken not less than fifteen hours of work in the College or Academy, eleven of these hours being selected from the regular Freshman work.

2. *Re-examinations.* Re-examinations to make up failures in final examinations are scheduled upon the first Monday of the first semester, and upon the first Monday after the spring vacation, the hours for examination to either 10 o'clock in the morning or 3 o'clock in the afternoon.

The student must take the re-examination at one of the two examination periods immediately following the date of his failure.

3. *Summer Session.* An important change was made in the relation of the Summer Session to the College of Arts and Sciences. The Faculty passed the following action:

Recommended that the Summer Session be considered an integral part of the college year and be placed under the control of the

Faculty of Arts and Sciences; that it be conducted through a committee of that Faculty; and that the responsibility for its budget remain with the Summer Session.

4. *Sophomore Science and Solid Geometry.* The Sophomore requirement in Science hereafter will be a three-hour course throughout the year instead of a five-hour course for one semester, as at present.

In addition to courses in Chemistry and Physics, as hitherto, courses in Geology may be elected to satisfy the requirement.

Sections in Solid Geometry will be offered in the first semester under a college instructor and they will be followed by courses in Trigonometry in the second semester.

5. *Teachers Course in Physical Training.* For some years the Teachers Course in Physical Training has had the tuition fees of the Seniors in that course. This was understood to be a temporary arrangement while the course was being established, in order that it might have a special fund for its equipment. The Teachers Course is now given an allowance in the College budget. In adopting the budget for the present year, the Trustees did away with the old arrangement; and hereafter the Teachers Course will appear regularly in the college budget.

VI. MATERIAL FACILITIES

The buildings used by the College of Arts and Sciences are Peters Hall, Severance Chemical Laboratory, the Botanical Laboratory, the Geological Laboratory, Sturges Hall, and part of Society Hall.

The Squire house was moved from the new Library site to the lot south of Stewart Hall and remodeled. The charge to the college department was \$4,774.16. This building fills the present needs of the Geological Department and furnishes three class-rooms besides. The Psychological Laboratory gains a large space in the gallery of Bradley Auditorium and a room in the tower of Peters Hall, formerly used for Physics. In exchange for the tower room and the room now occupied by the Dean's office, the department of Physics obtained much more than the equivalent space in the basement of Peters Hall and is better equipped than at any time in the past. The department of Chemistry now has the whole of Severance Laboratory, as both the Zoological Laboratory and the Mechanical Drawing have other quarters. The Mechanical Drawing is well provided for in the south half of Bradley Auditorium.

VII. NEEDS

Equipment

The need for additional recitation and lecture rooms is becoming very acute. It is a difficult matter for the Schedule Committee to find room for the present classes and an instructor can rarely call any room his own, but must often hurry from one room to another at a distance in the short intermission. There is a distinct loss in this. If an instructor has a room that is recognized as his, the students soon learn the fact and know where to find their instructor, and can often get a few minutes before or after class with him. These few minutes will often furnish the only points of real personal contact between a student and his instructor. There is real gain in the dignity of the department and in that of the instructor in having a fixed and acknowledged place. I respectfully but very strongly urge the need of a new and modern recitation hall. Such a hall could well be the home of a group of related departments; for example, Language and Literature, or History and Social Science.

The adjustment of the college course to the work done in professional and technical schools has been accomplished as far as engineering schools are concerned, except in the case of the shopwork that comes in the first two years of the engineering course. This adjustment is an important one for a college of arts and sciences which aims to make its work attractive to the boys in its constituency who are looking forward to engineering courses. Many such among the constituency of Oberlin College would be very glad to spend four years in Oberlin College if they were assured that on graduation from Oberlin they could enter the Junior year of an engineering school, or would be glad to take the first two years of their course in the atmosphere of a college of arts and sciences and later finish in the engineering school. Such shopwork as is needed could be supplied by an expenditure of fifteen or twenty thousand dollars. I do not think that the attractiveness of Oberlin for men could be increased as much in any other way by the expenditure of so small an amount.

The question of suitable accommodations for Physiology and Anatomy is taken up elsewhere. There is a class of smaller needs that are very real and are called for in the departmental reports. The call is so general and the budget so burdened that the way to relief is not clear. These are things that could well be supplied by special

small gifts, if the needs could be brought to the attention of the donor of moderate sums. The call is for Maps, Charts, Stereopticon Slides, Phonographs, Reflectoscope, and Books.

Special Funds

There is a general call from the departments for a lecture fund. Such a fund of \$50,000, the income from which could be used for bringing special lecturers to Oberlin, would prove of very great and lasting value to the college. Such a fund could well bear a name and be a fitting memorial of the donor. There is need also of a fund to be at the disposal of the President or Dean to be used for special scholarship purposes to be granted to Honor Students in the graduating classes of High Schools. Such a fund would be of great service in cases similar to the one given in the following letter, which is a type of many such :

DEAR SIR—Our Honor pupil, "highest average per cent." in the graduating class of June, 1907, is going to _____ College on account of the scholarship they give to Honor pupils. She needs that assistance but would make Oberlin a fine pupil. Can you do anything for her? We could get her to go to Oberlin if the tuition were not so much more than none at _____ College.

Yours truly,

The Dean had the honor and the pleasure of representing the College on the following occasions in 1906-07 :

The meeting of the New York Alumni ; the meeting of the Boston Alumni ; at a meeting of the Association of the Colleges of the Interior, Topeka, Kan. ; at the meeting of Presidents and Deans at Columbus, Ohio ; at the meeting of the North Central Association of Colleges and Preparatory Schools, Chicago ; at the First Annual Conference of Associations of College Presidents and Deans of the North Central Association, Chicago, Ill. ; at the Fiftieth Anniversary of Michigan Agricultural College ; at the meeting of the Intercollegiate Athletic Association of the United States, held in New York ; at two meetings of the Executive Committee of the Intercollegiate Athletic Association, in New York ; and at two meetings of the Ohio Athletic Conference.

Respectfully submitted,

CHARLES EDWARD ST. JOHN.

Report of the Dean of College Men

To the President:

SIR—The enrolment of men in the College department for the year 1906-07 was 317, classed as follows:

<i>Enrolment of Men</i>	
Graduates	8
Seniors	61
Juniors	56
Sophomores	65
Freshmen	108
Specials	19
<hr/>	
Total.....	317

This is a total of 20 more than the previous year, almost the entire increase coming in the added number of men in the Freshman class, which shows a total of 108, 19 more than the previous year. The number of men entering as Freshmen during the past seven years has been 83, 85, 94, 85, 89, and 108.

Losses During the Year

Eighteen men left school during the year, classed as follows:

Freshmen	10
Specials of Freshman Rank.....	1
Sophomores	5
Juniors	2
<hr/>	
Total.....	18

Five of these men are back in school this fall and three more of them intend to enter later.

The reasons for leaving are as follows:

- 6 Sickness.
- 7 Work of various kinds.
- 1 Entered West Point.
- 1 Death of father.
- 3 Dropped, disciplinary reasons and poor scholarship.

The six cases of sickness were none of them contagious.

At the end of the year three Freshmen, three Sophomores, and one Junior were advised not to return for disciplinary reasons, failure to attend classes and poor scholarship.

Losses at End of Year

Thirteen letters of honorable dismissal were granted this fall to students who were in attendance last year, four others to students who had been here in previous years.

The institutions to which these students are going the coming year and their reasons for leaving are given below :

- 1 University of Chicago, medicine.
- 1 University of Illinois, opportunity to earn his way.
- 3 Case, School, technical work.
- 1 Purdue, technical work.
- 1 Cornell, technical work.
- 3 University of Michigan, law.
- 1 Chicago Theological Seminary, ministry.
- 2 Amherst.

—
Total 13

These men were classed as follows :

- 7 Freshmen.
- 5 Sophomores.
- 1 Special.

—
Total 13

The total number of men enrolled in the Freshman, Sophomore and Junior classes and as Special Students during the year 1905-06 was 248, divided as follows :

Juniors	56
Sophomores	65
Freshmen	108
Specials	19

	248

Of this number 69 are not enrolled this fall, a loss of 27 per cent

of men who might be expected to continue their work here. The reasons for their failure to attend, so far as I have been able to ascertain, are as follows:

- 24 At home or working. Financial reasons.
- 20 Attendance at other schools.
- 3 Dropped during year, scholarship and disciplinary reasons.
- 7 Asked not to return, scholarship and disciplinary reasons.
- 12 Reasons unknown.
- 3 Sickness.

Total 69

Eleven of these men expect to return sometime during the year.

These men were classed as follows:

Freshmen	35
Specials	10
Sophomores	19
Juniors	5
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
	69

The number of Sophomores in the above list is relatively much larger than last year, but six of these nineteen expect to return during the year and are reasonably sure of doing so.

Five of the remaining number had planned to enter other schools at the completion of the Sophomore year, coming to Oberlin for two years of college work before entering technical or professional courses; that is, we must consider that by our present arrangement of work we gained these men for the first two years of college life rather than that we lost them for the last two.

Work with the Men

My work with the men is much of it personal and hard to report. Last year was my fourth as Dean of Men, which means that I have seen all the men in college enter on their work here. This gives me a much stronger hold on the situation. I know the men better and have been able to work with them from the beginning. The year's work has been a pleasant one in every way. The general spirit and attitude has been excellent, better I think than during the preceding years. As far as indications showed there was no clique that repre-

sented a spirit of opposition and unrest, a thing that did exist during my first two years here.

Discipline

Several cases of discipline have arisen during the year, but in no case where college men were involved have we found offenses of a serious moral character. Three men were dropped during the year, two for general inattention to college work and what some one has called "miscellaneous worthlessness," the third for serious violations, not only of college regulations, but of the code that governs the conduct of a gentleman in or out of college. In addition to this, as has been noted above, seven men were asked not to return for disciplinary reasons and on account of poor scholarship.

One other disciplinary matter attracted the general attention of the men of the college and of the members of the College Faculty during the year.

Two Seniors and one Junior were reported to the Disciplinary Committee for flagrant violations of the college regulations against the use of tobacco.

While the Committee was considering the case of the Seniors involved, a petition signed by thirty-six of the Senior men was received protesting against their suspension or expulsion. The reasons for this protest as stated in the petition were: (1) That the position of the Faculty in regard to the smoking rule was not clearly understood; (2) That expulsion or suspension in these cases would be inconsistent with previous action taken in similar cases; (3) That one of the men had never been warned before and that such punishment was too severe to occur in the second semester of the Senior year for such an offense. In consultation with the Student Senate, the Disciplinary Committee found that it was the common belief of the students that in some cases violations of the tobacco rule were ignored by Faculty members.

The Committee on Discipline finally recommended to the Faculty that the men involved be placed on probation and allowed to remain in college on condition that they give their word of honor to abstain from the use of tobacco while members of the College.

The reasons that led to the above recommendation were: (1) The very evident misunderstanding on the part of the students of the

attitude of the Faculty concerning this regulation; (2) that the men had been allowed to remain in College while conference with the Student Senate was in progress for so long a time that drastic action would be apt to be misinterpreted; and (3) because in conference with the Student Senate and in Faculty discussion, it became evident that there were some reasons for the students misunderstanding the Faculty attitude. I have spoken of this particular case of discipline, because of the general attention it attracted from the students, and because at this time the administrative officers of the College first had an opportunity of meeting the Student Senate in conference on a subject of common interest.

I may say before leaving this topic that every man is asked upon entering if he knows what our regulation is in regard to the use of tobacco, and is further asked if he uses it or has used it. In cases where the answers to the last two questions are affirmative, the prospective student is urged to attend some school where there is no such regulation. In four years only one person has followed this advice.

In addition to speaking to the men personally about this matter, I spoke last year to all the college men in a body, going over with them carefully the Faculty attitude on the matter and telling them what we proposed to do to secure the enforcement of the rule in the future.

I think that our whole experience with the regulation last year emphasizes a statement made in my report of a year ago, "that there are grave elements of danger in any regulation of such a nature that infractions can only be detected by a system of espionage or by accident."

On the other hand there is no question but that the regulation makes the amount of smoking much less than it otherwise would be and in many instances doubtless removes temptation, that without the rule would cause many to form the habit who do not now do so. Whether we pay too much for the results obtained is a matter of individual judgment. An honest, frank discussion of the regulation by both students and Faculty did much to clear the atmosphere. The members of the Discipline Committee feel much more certain of the position of the Faculty than they have before.

The Men's Student Senate

I mentioned in my last report that a Student Senate had been organized, whose purpose was to confer with representatives of the Faculty on College questions affecting students and Faculty.

In accordance with their constitution, the Senate is made up of the following membership :

The presidents of the four College classes.....	4
The president of the U. L. A. Board.....	1
The president of the Athletic Association.....	1
The president of the Y. M. C. A.....	1
The editor of the Review.....	1
The president of the Men's Board of the Conservatory...	1
Elected from the Senior class.....	4
Elected from the Junior class.....	3
Elected from the Sophomore class.....	2
Elected from the Freshman class.....	1
Elected from the Seminary.....	1
Elected from the Conservatory.....	1
<hr/>	
Total.....	21

This gives a group of men representing all the interests of the College who will be of great service in keeping the Faculty in touch with student interests and sentiment, and also in interpreting to the students the attitude and feeling of the Faculty. The Senate is to be in no way a governing body in college administration or discipline. Neither does it in any way act under Faculty direction. It is purely of student origin. It acts of its own initiative, discusses what questions it sees fit, and reports results to the faculty or not as it wishes.

During the year nine regular meetings were held. Some of the topics under discussion were: (1) Chapel attendance, the desirability of the proctored system *vs. the system now employed*. Other plans and suggestions were offered. (2) Distinctions for scholarship. (3) The Phi Beta Kappa. (4) The honor system. (5) The tobacco regulation and its enforcement. (6) A fixed fee paid with the tuition for the support of college athletics.

Social

One of the pleasantest features of the year was the opportunity

given to all men of the Freshman class to meet in an informal social way the President, the Dean of the College, and the Dean of Men. The men of the class, 108 in number, were entertained at dinner in groups of ten or twelve in the homes of the above officers, and an opportunity was afforded them early in their college life to feel that they really knew the men in a human way whom they must know officially for four years.

From both the standpoint of the men and the college this seems to me a precedent well worth following. It must give every Freshman an added sense of his own dignity and worth to find himself dining with the President of the College in his own home, and the opportunity it affords us as college officers to call the men by name and meet them personally so early in their course is a great one. The most difficult problems of college discipline are to be solved through better acquaintance and mutual understanding. I value such an opportunity more highly than many meetings of the Committee on Discipline.

Respectfully submitted,

E. A. MILLER.

Report of the Dean of College Women

To the President:

SIR—The enrolment of women in the College and Art Departments for the year 1906-07 was 507, distributed as follows:

College—

Graduates	18
Seniors	87
Juniors	88
Sophomores	105
Freshmen	142
Specials	45

	485

Art	22
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This shows an increase of 63 in the College, over the preceding year, and of 131 since I submitted my first report three years ago, an increase of 37 per cent.

Again it is my sad duty to chronicle the death of one of the women of the College department, Miss Mildred Arnold, of the incoming Junior class, who died of typhoid fever on September 17, at her home. Miss Arnold's high scholarship and conscientious and loyal work won for her the respect and friendship of her teachers and fellow-students, and her great good cheer will long be remembered among us.

This year has seen the beginning of an organization which promises to be of great service in the administration and discipline of this department. The College Women's Board is an elective body, the vice-presidents of each college class being *ex-officio* members, and special representatives being chosen to complete the number of eleven,—three from the Seniors, two Juniors, and one each from the Sophomore and Freshman classes. The Board meets once a month, to consider such problems as how to improve the attendance at chapel, how to raise the standard of honor among the women in relation to

all the regulations, the proper distribution of offices and committee-work, the social relation of the special student to the college classes, and any other matters of general or immediate concern. The Dean of College Women usually meets with them, and a perfectly free interchange of opinion is always possible; we meet as equals to talk over problems which concern us all alike. The Board has also undertaken the responsibility for the chapel attendance. The service is in no sense proctored, but the young women speak personally to those who seem to be careless. The result has been most gratifying, and the attendance is remarkable when one considers how entirely the matter is left to the individual honor and class and college loyalty. As yet, the Board has framed no constitution, preferring to work in a tentative way, until the best possible plans and policies have been discovered.

It is my privilege every year to share a little more intimately in the student life, collectively and individually. More of my time has been given this year than ever before to trying to meet the varied personal needs of individual students. No part of a Dean's work requires more time and strength than this, but none yields better returns; one covets more of both, when one thinks of the needs of five hundred young women.

Through the leadership of the Freshman class prayer-meetings and co-operation in many ways with the work of the Young Women's Christian Association, it has been possible for me to come vitally in touch with these most important student activities.

With the graduation of the class of 1907, there passed out the last of the women with whom I had not been associated from the beginning of their college course; and in spite of the great cordiality of my relation with these earlier classes, I hope for, perhaps, even more perfect mutual understanding and more cordial co-operation in the years to come.

Respectfully submitted,

FLORENCE M. FITCH.

Report of the Chairman of the Committee on Admission

To the President:

SIR—Heretofore the report which I have made as Secretary has included much material which dealt with matters concerning the College of Arts and Sciences. In view of the appointment of Dr. St. John as Dean of the Department of Arts and Sciences, it has seemed wise that these portions of my report should be grouped with the other reports of that department.

The College Enrolment

The enrolment in the College Department for the year 1906-07, as published in the final edition of the catalogue was 802. The classification of these students was as follows:

	Men	Women	Total
Graduates	8	18	26
Seniors	61	87	148
Juniors	56	88	144
Sophomores	65	105	170
Freshmen	108	142	250
Specials	19	45	34
	-----	-----	-----
	317	485	802

The great growth during the last six years may be seen by reference to the following table:

1900-01	197	231	428
1901-02	242	257	499
1902-03	267	311	578
1903-04	279	354	633
1904-05	294	376	670
1905-06	297	417	714
1906-07	317	485	802

Analysis of College Enrolment

The following table shows the number of students registered during the year 1906-07, and the proportion of new students for whom it was the first year of enrolment in the College Department:

	Men	Women	Total	Per ct. of Whole No.
In the College Department, year of 1905-06.....	180	262	442	55.1
In the College Department, prior to 1905.....	11	28	39	4.9
<hr/>				
In the Academy Department, year of 1905-06....	28	19	47	5.9
In the Academy Department, prior to 1905.....	2	1	3	0.4
In the Conservatory Department, year of 1905-06	1	3	4	0.5
In the Conservatory Department, prior to 1905..	0	5	5	0.6
In the Art Department, prior to 1905.....	0	2	2	0.2
<hr/>				
New students, never registered in any dep't....	95	165	260	32.4
	317	485	802	100.0

From this table it will be seen that 481 students had been enrolled previously in the College Department, and that 321 students, representing exactly 40 per cent. of the total enrolment, were new students in that department.

A comparison with the corresponding tables of the last few years shows an increase in the number of students who returned to the College Department after being absent from Oberlin for a year or more. The number of such students was thirty-nine in the year 1906-07, as compared to twenty-four in 1905-06, twenty-six in 1904-05, and seventeen in 1903-04. No less than thirteen students returned to Oberlin in this way with rank as Seniors. Some of these had taken a year or more of study in other institutions; others had dropped out for a year or more, having been previously connected with earlier classes in Oberlin College.

The percentage of students who came into the College Department from previous study in the Academy was about the same as last year. There were fifty students received from the Academy Department, constituting 6.3 per cent. of the entire enrolment. The corresponding figures for the six preceding years were 6.2 per cent., 6.7 per cent., 7.4 per cent., 10.9 per cent., 11.9 per cent., and 12.8 per

cent. This decrease is undoubtedly explained by the fact of the enlarging constituency of the College, and the increasing number of high schools that are sending their graduates into the College.

Classification of New Students

The 321 new students who were admitted to the College Department were classified as follows :

	Men	Women	Total
Admitted as Graduate Students....	1	2	3
Admitted as Seniors.....	2	0	2
Admitted as Juniors.....	2	13	15
Admitted as Sophomores.....	9	14	23
Admitted as Freshmen.....	103	139	242
Admitted as Specials.....	9	27	36
	-----	-----	-----
	126	195	321

In addition to the 242 new Freshmen shown in the preceding table, there were eight others whose names were listed in the Freshman class who were Freshmen during the preceding year and failed to advance to the Sophomore class. The total number of all Freshmen, as shown in the catalogue, was 250.

A comparison showing the classification of new students during the last seven years is added at this point :

	1906 -07	1905 -06	1904 -05	1903 -04	1902 -03	1901 -02	1900 -01
Admitted as Graduate Students.....	3	1	3	5	1	0	1
“ Seniors	2	8	5	6	6	4	3
“ Juniors	15	14	6	13	9	6	8
“ Sophomores ..	23	23	20	23	14	13	6
	—	—	—	—	—	—	—
	43	46	34	47	30	23	18
“ College Sp'ls..	36	31	40	30	33	19	150
“ Freshmen ...	242	195	187	210	168	165	
	—	—	—	—	—	—	—
	321	272	261	287	231	207	168

Forty-three new students were admitted with higher rank than that of Freshman. This number shows a slight decrease from the preceding year. The large number of students who come to Oberlin with advanced classification after enrolment in other institutions is

one of the most satisfactory developments of recent years. The gain from other colleges more than balances the losses of students who leave Oberlin to go to other colleges.

Students Admitted to Advanced Standing

The preceding table shows that 43 new students were admitted to higher rank than Freshman. In addition to this number three students were admitted as College Specials who entered from other colleges and are fairly to be considered as of advanced rank. Of this total of 46 students of advanced standing 41 came to Oberlin College from 31 different colleges as follows:

Allegheny College, Pennsylvania.....	1
Anatolia College, Turkey	1
Antioch College, Ohio	1
Baldwin University, Ohio.....	1
Bellingham State Normal School, Washington.....	1
Carleton College, Minnesota.....	4
Central College, Indiana.....	1
Central Mennonite College, Ohio.....	1
Colorado College, Colorado.....	1
Denison University, Ohio.....	1
Doane College, Nebraska.....	1
Goshen College, Indiana.....	1
Hope College, Michigan.....	1
Iowa College, Iowa.....	1
Lake Erie College, Ohio.....	1
Leland Stanford Junior University, California.....	2
Marietta College, Ohio.....	2
Monticello Seminary, Illinois.....	1
Mount Holyoke College, Massachusetts.....	1
Normal College of the City of New York, New York....	1
Northern Illinois State Normal School, Illinois.....	2
Ohio State University, Ohio.....	2
Olivet College, Michigan.....	3
Syracuse University, New York.....	1
Toledo Normal Training School, Ohio.....	1
University of Cincinnati, Ohio.....	1
University of Minnesota, Minnesota.....	1

Wellesley College, Massachusetts.....	2
Western Reserve University, College for Women, Ohio..	1
Wheaton College, Illinois.....	1
Wittenberg College, Ohio.....	1

Four students who were enrolled in previous years in Oberlin Academy were able to enter the College as Sophomores. These students did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is made very easy by enrolment for summer work in Oberlin Summer School.

One student entered with the rank of Sophomore after six years of high school work. In this case the student spent two years of post-graduate study, and received a year of college credit for the two years of advanced work in the high school.

Students Admitted as Freshmen and College Specials

It is of interest to note where the new Freshmen and College Specials received their preparation for college. Three of the College Specials and five of the Freshmen had studied in other colleges and were really of higher rank than Freshmen. One Freshman had had preparatory work privately and took entrance examinations in all the subjects of his preparatory work. There were five other students who, because of their age and definite plans for college work, were given classification as College Specials without the usual formality of entrance papers to show previous studies. The table on page 200 shows 278 new Freshmen and new College Specials. Subtracting the fourteen students above mentioned we have left a total of 264. Of these, 45 came from Oberlin Academy, and 219 came from 155 high schools, academies, and other institutions.

There were 126 schools that were represented by one student each. The schools which sent more than one student numbered 30. Oberlin High School was represented by 19 of its graduates. The next school in point of enrolment of graduates was Elyria High School, with six students.

The 156 schools which furnished new students of Freshman grade for Oberlin College were as follows:

Adrian, Mich., High School.....	1
Akron, O., High School.....	1
Albany, N. Y., High School.....	1
Allegheny, Pa., High School.....	2
Altoona, Pa., High School.....	1
Argos, Ind., High School.....	1
Ashland, O., Ashland College.....	1
Ashtabula, O., Harbor High School.....	1
Austinburg, O., Grand River Institute.....	1
Baltimore, Md., Baltimore City College.....	1
Binghamton, N. Y., High School.....	1
Blissfield, Mich., High School.....	1
Bradford, Mass., Bradford Academy.....	1
Brecksville, O., High School.....	1
Brooklyn, N. Y., Erasmus Hall High School.....	1
Buffalo, N. Y., Masten Park High School.....	1
Canton, O., High School.....	1
Casselton, N. D., High School.....	1
Chester, Pa., Pennsylvania Military College.....	1
Chicago, Ill., Lewis Institute.....	1
Chicago, Ill., Wendell Phillips High School.....	1
Cleveland, O., Central High School.....	3
Cleveland, O., East High School.....	1
Cleveland, O., Lincoln High School.....	1
Cleveland, O., West High School.....	2
Clyde, O., High School.....	1
Cortland, O., High School.....	1
Culver, Ind., Culver Military Academy.....	1
Danielson, Conn., Killingly High School.....	1
Dayton, O., Steele High School.....	1
Delaware, O., High School.....	1
Denver, Colo., East Side High School.....	2
Des Moines, Ia., East High School.....	1
Detroit, Mich., Central High School.....	1
Dunkirk, Ind., High School.....	1
East Aurora, N. Y., High School.....	2

East Cleveland, O., Shaw High School.....	1
East Liverpool, O., High School.....	1
Eau Claire, Wis., High School.....	1
Edinboro, Pa., State Normal School.....	3
Eldon, Ia., High School.....	1
Elgin, Ill., Elgin Academy.....	1
Elyria, O., High School.....	6
Erie, Pa., High School.....	1
Fargo, N. D., Fargo College Prep. Dept.....	1
Faribault, Minn., High School.....	1
Findlay, O., High School.....	1
Fort Atkinson, Wis., High School.....	1
Fostoria, O., High School.....	2
Franklin, Mass., Dean Academy.....	1
Fredericktown, O., High School.....	3
Fremont, Neb., High School.....	1
Fremont, O., High School.....	2
Gallipolis, O., Lincoln High School.....	1
Gloversville, N. Y., High School.....	1
Greenwich, Conn., High School.....	1
Hancock, Mich., High School.....	3
Huntington, Ind., High School.....	1
Jacksonville, Ill., Whipple Academy.....	1
Jefferson, O., High School.....	4
Johnstown, Pa., High School.....	1
Jonesville, Mich., High School.....	1
Kansas City, Mo., Central High School.....	1
Kelley's Island, O., High School.....	1
Kenosha, Wis., High School.....	1
Kenton, O., High School.....	4
Kingsville, O., High School.....	1
La Junta, Colo., High School.....	1
Lakeside, O., High School.....	2
Lancaster, N. Y., High School.....	1
Le Sueur, Minn., High School.....	1
Lewistown, Ill., High School.....	1
Lexington, Ill., High School.....	1
Lima, O., High School.....	1
Lisbon, O., High School.....	1

Lodi, O., High School.....	1
Lorain, O., High School.....	1
McKeesport, Pa., High School.....	1
Madison, Wis., High School.....	1
Manchester, N. H., Mount St. Mary's Academy.....	1
Manistique, Mich., High School.....	1
Mansfield, O., High School.....	1
Marion, O., High School.....	2
Marysville, O., High School.....	3
Medina, O., High School.....	2
Meriden, N. H., Kimball Union Academy.....	1
Mesopotamia, O., High School.....	1
Michigan City, Ind., High School.....	1
Milford, Mich., High School.....	1
Minneapolis, Minn., Central High School.....	1
Minonk, Ill., High School.....	1
Moline, Ill., High School.....	1
Modesto, Calif., High School.....	1
Mount Vernon, O., High School.....	1
New Britain, Conn., High School.....	1
New Castle, Pa., High School.....	2
Newton, Kan., High School.....	1
Norfolk, Neb., High School.....	1
Northborough, Mass., High School.....	1
North East, Pa., High School.....	1
Northfield, Minn., Carleton Academy.....	1
North Tonawanda, N. Y., High School.....	1
Norton, Mass., Wheaton Seminary.....	1
Norwalk, O., High School.....	2
Oak Park, Ill., Oak Park and R. F. High School.....	2
Oberlin, O., Oberlin Academy.....	45
Oberlin, O., High School.....	19
Olivet, Mich., Olivet Academy.....	1
Omaha, Neb., High School.....	1
Orwell, O., High School.....	1
Ovid, Mich., High School.....	1
Owatonna, Minn., High School.....	1
Oxford, O., Miami University.....	1
Painesville, O., High School.....	1

Pierre, S. D., High School.....	1
Plainfield, N. J., High School.....	1
Pleasanton, Kan., High School.....	1
Pueblo, Colo., High School.....	1
Ravenna, O., High School.....	1
Rockford, Ill., High School.....	1
Rockport, Mo., High School.....	1
Salem, Ia., Whittier College.....	1
Salt Lake City, Utah, High School.....	1
Sandusky, O., High School.....	3
Sandwich, Ill., High School.....	1
Silver Creek, N. Y., High School.....	1
Sioux City, Ia., High School.....	3
Sioux Falls, S. D., All Saints School.....	1
Southampton, N. Y., High School.....	1
South Bend, Ind., High School.....	1
South New Lyme, O., New Lyme Institute.....	1
Springville, N. Y., Griffith Institute.....	2
Steelton, Pa., High School.....	3
Sterling, Ill., High School.....	1
Tabor, Ia., Tabor Academy.....	1
Thompson, O., High School.....	1
Tiffin, O., High School.....	1
Tippecanoe City, O., High School.....	1
Toledo, O., Central High School.....	5
Topeka, Ind., High School.....	1
Union City, Pa., High School.....	2
Valley City, N. D., High School.....	1
Wallingford, Vt., High School.....	1
Ware, Mass., High School.....	2
Warren, O., High School.....	1
Warsaw, N. Y., High School.....	1
Washington, D. C., Central High School.....	1
Washington, D. C., M Street High School.....	1
Washington, D. C., Prep. Dept. of Howard Univ.....	1
Waterbury, Conn., Crosby High School.....	1
Wauwatosa, Wis., High School.....	2
Waverly, Ill., High School.....	1

Wellington, O., High School.....	1
Willoughby, O., High School.....	1
Woodbine, Ia., Normal School.....	1
Yankton, S. D. Yankton Academy.....	1

Geographical Distribution of Freshmen and College Specials

The number of Freshmen coming from the state of Ohio, exclusive of Oberlin Academy and Oberlin High School, was 81. Pennsylvania ranked second in the number of students furnished, 17, and New York and Illinois were third with 14 each. The table which follows gives detailed information for each state.

California	1	Missouri	2
Colorado	4	Nebraska	3
Connecticut	4	New Hampshire	2
District of Columbia.....	3	New Jersey	1
Illinois	14	New York	14
Indiana	7	North Dakota	3
Iowa	8	Ohio	145
Kansas	2	Pennsylvania	17
Maryland	1	South Dakota	3
Massachusetts	6	Utah	1
Michigan	11	Vermont	1
Minnesota	5	Wisconsin	6

Amount of Entrance Credits

No student is classed as a Freshman who presents less than fourteen entrance units as defined in the college catalogue. For several years the following vote of the Committee on Admission has been in force: "That not more than sixteen units of admission credits will be granted to any student whose preparatory work in High School (or Academy) covered only four years in time." Our experience with this rule has been altogether satisfactory. In 1902-03, before the enactment of the rule, 25 per cent. of the students received more than sixteen units of entrance credit. During the last few years this percentage has been reduced to six or seven per cent. In all cases where the students are allowed to retain more than sixteen entrance credits, the preparatory courses have extended over four full years and an additional year either in an academy or as a post-graduate in a high school.

The thought of the Committee on Admission in enacting the above rule was that a high school student ought to carry four subjects throughout each year of his high school course, and that where five subjects are permitted the total amount of work done by the student is probably not increased, while the disciplinary results from the studies are likely to be less valuable. If a student should present papers to our Committee showing that he had carried five subjects throughout each of three years of preparatory work, and claiming for this preparation fifteen entrance credits, our Committee would take the ground that three years of preparatory work are not to receive more than twelve entrance credits. In all of the work of the Committee on Admission the *time* element is considered of prime importance. .

The table on page 200 shows a total of 278 new Freshmen and College Specials. Fourteen of these students have been omitted in the study which has been made of entrance units, for reasons stated on page 202. The preparation of the remaining 264 students has been carefully studied and the results presented in the following tables.

A "unit" of work for entrance comprises five recitation periods a week for one year, with recitations of forty-five minutes each, it being understood that four recitation periods a week for one year with one-hour recitations are accepted as an equivalent.

The following table shows, (1) the number of students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more than fifteen units of credit:

Number of Students	Amount of Entrance Credit	1906-07 Per Ct.	1905-06 Per Ct.	1904-05 Per Ct.	1903-04 Per Ct.	1902-03 Per Ct.
62	Between 14 and 15 units....	23.5	29.6	32.2	36.5	34.7
69	15 units	26.1	30.5	22.8	18.0	17.1
113	Between 15 and 16 units....	42.8	33.3	36.0	32.6	23.2
20	More than 16 units.....	7.6	6.6	9.0	12.9	25.0
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
264		100.0	100.0	100.0	100.0	100.0

Only 23.5 per cent. of the students had entrance conditions. Relatively more men than women enter with deficiencies.

College credits are allowed for excess entrance units upon the basis of six semester hours of college credit for one unit of entrance credit. Similarly, entrance deficiencies may be balanced by college credits upon the same basis.

The details of entrance credits for the 264 students are as follows:

	Units Presented	Men	Women	Total
14	units	8	13	21
14	1-6 units	2	2	4
14	1-3 units	2	3	5
14	1-2 units	8	9	17
14	2-3 units	4	1	5
14	5-6 units	4	6	10
15	units	26	43	69
15	1-6 units	3	2	5
15	1-3 units	3	4	7
15	1-2 units	8	18	26
15	2-3 units	3	6	9
15	5-6 units	3	2	5
16	- units	24	37	61
	More than 16 units.....	12	8	20
		<hr/>	<hr/>	<hr/>
		110	154	264

Entrance Subjects Presented by Freshmen

English. The full requirement is three units. Two hundred and fifty-seven applicants, representing 97.4 per cent. of the entire number, met the full requirement. One hundred of this number received credits in excess of three units in consideration of preparatory work in English covering more than three years. This number is twice as great as during the preceding year. The number of students asking for more than three units of credit in English has increased strikingly in the last three years. The department of English has made a new rule that credit will not be given for a fourth year of English without entrance examinations, and a notice to this effect was inserted in the catalogue for 1906-07. But it did not seem feasible to enforce this examination requirement this fall. It certainly should be possible to secure adequate prepara-

tion for the college work in English by three years of daily recitations in the high school, and I fully share the feeling which seems to be growing in colleges and secondary school circles that four-fifteenths, or even four-sixteenths, of the students' time in the high school is too large a part to be devoted to the preparation in English. Three-fifteenths is sufficient, and the extra time ought ordinarily to be given to additional preparation in languages.

Seven students entered with deficiencies in English, five men and two women. This number is gratifyingly small. Two years ago the number of students entering with deficiencies was 21. Students who have entrance conditions in English are required to elect preparatory courses in Oberlin Academy to make up the deficiencies.

History and Civics. The minimum requirement in History and Civics is one unit, and it is the preference of the Committee that not more than three units of work in History and Civics be offered.

Only three students failed to meet the minimum of one unit. Students who present less than one unit are required to elect History courses in the College to balance the deficiency. Thirty-eight students presented the minimum of one unit. Two hundred and twenty-three presented more than one unit. Twelve of this number presented more than three units. The average number of units presented in History and Civics is approximately two. Eighty-eight students presented exactly two units.

Mathematics. The full requirement in Mathematics is three units, the Algebra preparation covering at least a year and a half, the last half year being given to Advanced Algebra, and the Geometry preparation extending through Solid and Spherical Geometry. The full requirement of three units was met by 183 applicants out of the total of 264. There were seven others who received two and one-half units of credit, but were not conditioned. It is the expectation of the Committee that three years be spent in covering the subjects specified in the definitions of entrance units, but occasionally the schedule of work in the schools is so arranged as to cover the ground in two and one-half years. Formerly we allowed the full credit of three units in such cases, which practically imputed a half unit of entrance credit to the students. In the last three years, however, we have followed the plan of

allowing two and one-half units of credit in these cases, and this practice seems to be entirely just and satisfactory.

Seventy-four students were admitted with deficiencies in Mathematics. This is an increase over the preceding year, when there were 48 students with deficiencies. Thirteen of these had a deficiency of a half unit in Advanced Algebra; thirty-three had a deficiency of a half unit of Solid Geometry; three had a deficiency of a full unit, including both Plane and Solid Geometry; and fourteen had a condition of both a half unit in Algebra and a half unit in Solid Geometry. Conditions in Mathematics, except in Solid Geometry, are made up by enrolment in classes in Oberlin Academy. To assist the students to make up their conditions in Solid Geometry, the College now offers this subject, taught by college instructors. The Freshmen who enter with conditions in Solid Geometry are now able to take this subject in the first semester of the Freshman year, to be followed immediately by Trigonometry in the second semester of the Freshman year, and by Analytic Geometry in the first semester of the Sophomore year. The new arrangement, which was put into effect at the opening of the present college year, is a very great improvement over the preceding arrangement, which compelled a large number of college students to go back into the Academy for this work in Solid Geometry.

Sciences. The minimum requirement in Sciences is one unit. It is the preference of the Committee that not more than three units of Science work be presented. It is recommended that applicants present at least one Science course which has covered a complete year, submitting satisfactory laboratory note-books, but the Committee still allows credit for "term" courses and "half-year" courses.

There were six students who presented no preparatory work in Science, and three others who had had less than a year of Science work. Forty-four students exactly met the minimum requirement of one unit; thirty-nine had credits ranging between one and two units. Sixty presented two units. Fifty-four had credits ranging from two to three units. Thirty-two presented three units. There were twenty-six students whose credits exceeded three units, five of these receiving four units of credit for Science preparation. It

is my impression that the quality of work in Science being done in the high schools is steadily improving.

Languages. The minimum requirement is four units, of which at least two must be either Greek or Latin. Thirty-nine applicants failed to meet this minimum requirement, twenty men and nineteen women. Two of these presented no languages for entrance, and one presented one unit; seven presented two units; five presented between two and three units; nine presented three units; and fifteen presented between three and four units. Fifty-two students exactly met the minimum of four units. Seventy-five presented language credits ranging between four and six units. Fifty-one presented six units; thirty-two presented credits ranging between six and eight units; eleven presented eight units, four presented more than eight units. One student, who presented ten units, had had a four year course in a good high school, followed by a postgraduate year during which two additional languages were studied.

The preference of the Committee is that students shall present four years of Latin and two years of a second language. Fifty-six students presented only one language for entrance; one hundred and sixty-one students presented two languages for entrance; forty-three presented three languages; and two students presented four languages.

* *Greek.* Greek is optional. The number of applicants presenting Greek shows a slight increase over the preceding year, but a very much smaller percentage than during the years immediately preceding. In 1906-07, twenty men and seventeen women presented Greek for entrance, a total of thirty-seven, out of two hundred and sixty-four, about 14 per cent., as compared to 12 per cent. in 1905-06, 20 per cent. in 1904-05, and 38 per cent. in 1902-03. Relatively few of those who present Greek for admission offer less than two full years of work.

Latin. The minimum requirement in Latin is two units. Seven students presented no Latin, and six others presented less than the minimum. Twenty-eight students presented the minimum of two units. One hundred and twenty-eight students presented four units in Latin, and eight others presented more than four units. The

preference of the Committee is that students should present four units in Latin, and it will be noted that one hundred and thirty-six applicants (somewhat more than 51 per cent.) presented this amount. In general the Latin preparation of new students has been strikingly uniform during the last four years.

Students who present less than two units of Latin are required to elect work in Oberlin Academy to meet this minimum. Where a student presents more than two units, but less than four, the Committee on Admission urges, but does not require, the election of Academy courses in Latin.

French. French is optional. The total number of applicants who presented French was forty-five, as compared to thirty-two in 1905-06, and thirty-three in 1904-05. Eighteen of the applicants presented a year of French, while ten presented two years. Few schools seem to offer French in their list of high school electives.

German. German is optional. The total number of students who presented German was 177, being 67 per cent. The corresponding percentage for the preceding four years was 61.9 per cent. in 1905-06, 68.2 per cent. in 1904-05, 61.8 per cent. in 1903-04, and 63.4 per cent. in 1902-03. Thirty-nine students presented a single year of German; seventy-eight presented two years; twenty-seven received more than two units of entrance credit in German.

Miscellaneous Subjects. The Committee is willing to make some allowance of admission credit for subjects not ordinarily taught in high schools, provided the work is worthy and the certificates show that the preparation has been good. Twelve students received credits for Psychology, the credits ranging from one-sixth of a unit to one-half of a unit. Six students received a half unit of credit each for Mechanical Drawing, and three other students received credits ranging from one-sixth of a unit to five-sixths of a unit for Free-hand Drawing. Three students received one-sixth of a unit of credit for Interscholastic Debate work in Oberlin Academy, and six other students received entrance credit for Declamation and Oratory in Oberlin Academy. One student received a credit of one-third of a unit for Mental Philosophy. One student received one-third of a unit for Commercial Geography, and one student received one-half unit for Commercial Law. Credit in Manual Training was allowed to three students, the assignment

in one case amounting to one and one-half units of credit. Two-thirds of a unit of credit in Harmony was allowed in the case of one student for work done in Oberlin Conservatory of Music.

A considerable number of the students who entered the College from previous work in Oberlin Academy presented also some college electives, taken in college classes while the students were finishing the courses in the Academy Department.

The general attitude of the Committee with reference to the miscellaneous subjects above mentioned is that some of the subjects do not properly belong in a high school curriculum, while others look toward the immediate preparation of the students for shopwork employment, and are not designed to prepare them for college enrolment, or to give them the usual preparatory discipline; but since these courses have constituted a part of the students' regular work in the high school, the Committee thinks that it is not unreasonable to make partial allowances of credit for them.

Admission Credits of Conservatory Students

In accordance with the vote of the Trustees, the students of the Conservatory are now catalogued under two headings, "Students of College Rank," and "Students of Academy Rank," it being explained in the catalogue that the students of the first classification have met the literary requirements for admission to the College department, while the students of the second classification have not met these literary requirements. The general catalogue for 1906-07 contained the names of 554 Conservatory students. Of this number 195 were of College grade, the percentage being 35.2. During the last three years there has been a very striking increase in the percentage of students of College grade enrolled in the Conservatory, as will be seen by the following table:

The Conservatory	1906-07	1905-06	1904-05
Of College Grade.....	195	148	97
Of Academy Grade.....	359	415	452
Total	554	563	549
Per cent of College Grade.	35.2	26.2	17.7

Of the 195 students of College grade, 15 were college graduates, almost all of these holding the degree of A. B. from Oberlin or some other college of equal rank.

The preparatory credits of the 195 students of college grade came to me as Chairman of the Committee on Admission, and were treated in practically the same way as the preparatory credits of students in the College department. The Committee on Admission has passed the following votes with reference to the literary credits of Conservatory students: (1) that substitutions will be allowed for the half unit of Solid Geometry and the last half unit of Algebra, these substitutions to be made from other subjects regularly approved for entrance credit; (2) that there will be no releases from the minimum requirements of three units in English, one unit in History, and one unit in Sciences; (3) that there will be no releases from the minimum requirement of four units in Languages with two of these units presented from some one Language, but the Committee will not insist that the two units be presented in Latin.

The discrepancy between the figures used above and those given later in the report of the Director of the Conservatory, is accounted for by the fact that in this discussion the names listed in the final edition of the general catalogue have been taken as the basis for the statistics; whereas in the report of the Director of the Conservatory of Music many students listed in the catalogue have been excluded, as for instance public school children living in Oberlin and carrying one subject in the Conservatory.

Interval between High School Graduation and College Registration

Of the 252 students who presented certificates of graduation from preparatory schools, 172 were graduates in the preceding June, a percentage of 68. This is exactly the same percentage as in the preceding year. The following table gives interesting information upon this question, with the corresponding figures for last year added for reference:

Interval between High school graduation and College Regis- tration	Number of Students Admitted	
	Sept. 1906	Sept. 1905
No interval	172	144
One-half year	0	1
One year	51	46
One and one-half years	1	2
Two years	16	9
Three years	3	6
Four years	7	0
Five years	1	2
More than five years.....	1	3
	<hr/> 252	<hr/> 213

First Semester Reports for Freshmen

For four years the records of scholarship of Freshmen and College Specials during their first semester of Oberlin work have been sent back to the preparatory schools from which the students came. Our experience with this new arrangement continues to be in every way satisfactory. Where the students have shown high scholarship the reports were accompanied by personal letters expressing the satisfaction of the college in the work of the students, and we receive each year many replies showing that the best schools take a wholesome pride in the subsequent work of their graduates.

The preparation of these reports gives the officers of the college a chance to examine carefully the quality of the students' work. The grades of two hundred and seventy-three Freshmen and Specials were averaged. The highest general average by any student was 91.13 per cent. Three students had an average of 90 per cent. or better. Sixty students, representing about one-fourth of the class, had an average grade of 80 per cent. or better.

It is a gratification to note that the eleven Freshmen of highest scholarship, named in the report of the Dean of the College, all returned to Oberlin this fall as Sophomores.

Non-Return of College Students

Referring again to the table on page 199 it appears that 180 men and 262 women, a total of 442 students, who had been in the College Department in the year 1905-06, returned for the year 1906-07.

The following table gives the details of losses in the various 1906-1907.

	In Catalogue 1905-06	Returned 1906-07	Did not Return 1906 07	Received Degrees 1905-06
Graduates	22	6	16	6
Seniors	134	8	126	124
Juniors	136	125	11	1
Sophomores	159	128	31	0
Freshmen	208	154	54	0
Specials	55	21	34	0
	714	442	272	131

Subtracting the 23 graduate students and the 124 Seniors who received degrees, and the one Junior who received a degree, we have left 567 students who ideally should have returned to Oberlin in 1906-07 for further study. Of this total of 567, there were 139 who did not return, the percentage of the loss being 24.5 per cent. This is not so great a percentage as during any of the last three years, the corresponding figures for these years being 25.7 per cent. for 1905-06, 28.1 per cent. for 1904-05, and 30 per cent. for 1903-04.

It is very gratifying to note this decreasing percentage of loss in students.

The following table gives the items which constitute this loss of 139 students. I have added for reference the percentage for 1905-06. The decrease in the percentage of loss of Freshmen and Sophomores is particularly gratifying. It has been our experience that the percentage of loss among those classed as "Specials" has always been especially large. The very fact that they are classed

as "Specials" indicates that they are not looking forward to the completion of college work, and it is therefore only natural to expect a much larger loss in this group than in the four college classes.

	Men	Women	Total	Enrolled 1905-06 but did not Receive Degrees	Percentage of loss	Percentage of loss 1905-06
Seniors	6	3	9	10		
Juniors	5	6	11	135	8.1	8.7
Shophomores	9	22	31	159	19.5	23.9
Freshmen ..	25	29	54	208	25.9	28.5
Specials ...	11	23	34	55	61.8	61.6
	—	—	—	—	—	—
	56	83	139	567	24.5	25.7

The following table shows that for the year 1906-07 the relative loss from non-return was slightly greater among men than among women. In 1905-06 the percentage of loss among men was 25.2, and among women 26.1.

	Enrolled 1905-06 and did not Receive Degrees	Did not Return 1906-7	Percentage of Loss
Men	228	56	24.56
Women	339	83	24.48
	—	—	—
	567	139	24.52

For several years my report contained a memorandum of reasons for the non-return of these college students, but this information is now being furnished by the Dean of College Men and by the Registrar, and I have made no attempt this year to study this question.

Respectfully submitted,
GEORGE M. JONES.

Report of the Registrar

To the President:

SIR—As Registrar of the College, I hereby submit my report for the Academic year 1906-07.

Enrolment

The enrolment in the College for the year 1906-07 was as follows:

	Men	Women	Total
Graduates	8	18	26
Seniors	61	87	148
Juniors	56	88	144
Sophomores	65	105	170
Freshmen	108	142	250
Special Students.....	19	45	64
	-----	-----	-----
	317	485	802

Degrees

The number completing the required work for the degrees given below during the year 1906-07 was as follows:

	Men	Women	Total
A. M.	5	5	10
A. B.	60	84	144
A. M. After prescribed work..	2		2

Out of one hundred and forty-four students receiving the degree A. B., three belonged to other classes, their degrees not having been issued on account of unfinished work.

The Class of 1907: Losses and Gains

I give below some statistics of the graduating class of 1906-07. This was the largest class ever graduated from Oberlin College, numbering one hundred and forty-one members, who completed the work required for the degree A. B. There were many changes in the class

during the four years of their course, as the table below, showing losses and gains, indicates:

Admitted, September, 1903:	Men	Woman	Total
Number of members....	90	122	212
Losses:	Men	Wo- men	To- tal
Left College during or at the end of the Freshman year	20	36	56
Left College during or at the end of the Sophomore year	17	20	37
Left College during or at the end of the Junior year....	7	7	14
Entered a lower class.....	6	10	16
Entered a higher class.....	5	2	7
Classed Senior, failed to complete the work required for the degree A.B.....	3	4	7
	—	—	—
	58	79	137
Gains:			
From higher classes.....	11	15	26
From lower classes.....	1		1
From outside schools in the Sophomore year.....	5	9	14
From other Colleges in the Junior year.....	4	11	15
From other Colleges in the Senior year.....	2		2
From Oberlin Academy in the Sophomore year.....	2	2	4
From the Special Students.....	1	3	4
	—	—	—
Total gain.....	26	40	66
Net loss.....	32	39	71

As in preceding classes, the original membership of the class of 1907 suffered large losses during the four years of the course. A slightly larger percentage of that number were graduated, however, than of the class of 1906. For the sake of comparison, I give, in the following table, these statistics for the last three graduating classes:

	Class of		
	1905	1906	1907
Total number of members admitted in the Freshman year	170	169	212
Total losses during the four years of the course.....	101	110	137
Number of members admitted in the Freshman year who were graduated.....	69	59	75
	—	—	—
Total gains during the four years.....	43	67	66

The large losses in each of these classes came during the Freshman and Sophomore years, very little, comparatively, occurring after the beginning of the Junior year.

For the class of 1907, of the one hundred and seven students who left College before the beginning of the Senior year, the majority are accounted for as shown in the table below. The figures cannot be taken as absolutely accurate, for the difficulty of learning the actual reason for leaving College is obvious. These statistics are based upon personal interviews and correspondence with the Secretary and the Registrar.

	Men	Women	Total
To enter other Colleges.....	15	10	25
To enter Oberlin Conservatory of Music.....		3	3
To go into business.....	6		6
To engage in teaching.....		2	2
Because of previous plan.....		1	1
Lack of money.....	4	5	9
Poor health	4	10	14
Poor scholarship, not encouraged to return.....	2	1	3
Married, not allowed to return.....		2	2
Dissatisfied in Oberlin.....	3	3	6
Dismissed		2	2
Unable to carry Freshman work, entered Oberlin Academy	1	2	3
Died	1	3	4
Illness at home.....	1	1	2
No reason known.....	7	18	25
	—	—	—
	44	63	107

The reasons most frequently given for change to other colleges are, to be nearer home, to combine a college and professional course, or to enter a technical school.

Special Students

As usual there have been large losses among the Special or Unclassified Students, as comparatively few return for further study. The following table illustrates this:

	Men	Wo- men	To- tal
In attendance during the year 1905-06.....	15	40	55
Left College before the end of the year.....	2	4	6
Left College at the end of the year.....	10	20	30
	—	—	—
	12	24	36
Entered a College class in the fall of 1906.....	1	4	5
Re-entered as Special Students in the fall of 1906.....	2	12	14
	—	—	—
	3	16	19

Freshman Electives

A somewhat decided change is noticeable in the choice of Freshman electives in the year 1906-07, the Sciences, Botany and Zoology, claiming considerably more attention than formerly. This is perhaps due in part to the growth of the Physical Training Course in which Zoology is a required study. The table below gives the choice of these electives for the two Freshman classes entering, the fall of 1905 and the fall of 1906. In each class some were conditioned on entrance work, so were unable to carry more than one elective with the other required courses.

	Fall of 1905	Fall of 1906
Number of Freshmen entering College.....	199	250
“ “ “ electing Freshman Latin.	87	83
“ “ “ “ Academy Latin...	17	24
“ “ “ “ Beginning Greek.	6	7
“ “ “ “ Advanced Greek.	21	14
“ “ “ “ Beginning German	25	43
“ “ “ “ Advanced German	62	99
“ “ “ “ Beginning French	45	76
“ “ “ “ Advanced French	19	19
“ “ “ “ Science	42	71

Scholarship

The Committee on Failure in Scholarship is doing careful and effective work in looking after the individual student, and without doubt many failures are prevented by timely warnings, and personal

conferences with the Chairman. But with all possible care, I regret to say, that the records of last year show a longer list of failures, and a larger percentage of failure, than in the year 1905-06. In the first semester of 1906-07, the percentage of failure in final examinations for the semester was 22 3-10 per cent. as against 16 5-10 per cent. for the first semester of 1905-06. Failure in term average for the same semester of last year was 8 9-10 per cent. as against 7 7-10 per cent. for the corresponding semester of the preceding year. The gain in students was 12.8 per cent. For the second semester of 1906-1907, the percentage of failure in final examination was 18 7-10 per cent. as compared with 13 8-10 per cent. for the second semester of 1905-06, while the percentage of failure in term average for the same semesters was 8 9-10 per cent. and 7 7-10 per cent respectively. The corresponding gain in students was 8.6 per cent. Whether or not this unfavorable record is due to more strenuous demands in the courses, to the increasing number of social occasions, to the growing complexity of the life here, to the more numerous organizations that make demands upon students and their failure to make proper selection, or to a combination of all these causes and perhaps others, is a question.

I believe that our ideals of scholarship are high and true, and that much scholarly work is done, and I most earnestly hope that the present year may produce better results.

Increased Work of the Registrar

The work in the Registrar's office is of large interest and full of opportunity, and is constantly increasing in amount and complexity. The correspondence is much heavier. Moreover, apart from the large increase in the work of the Registrar which the rapidly growing number of students for the past few years necessarily brings, for the first time, this last year all notifications of failure and unfinished work have been sent to students from this office, and for the last two years, considerable data for the reports of Seniors, for use in the President's office and for the Bureau of Appointments, have been furnished. These constantly increasing duties and demands incident upon the growth and development of the College, added to the work that is always done in the office, make the need of a regular and permanent assistant most keenly felt. No better assistance than some of our student helpers have furnished could be asked, if it were only possible to command their time and secure consecutive hours, rather than separate

ones, and also to retain them after their experience in the many details of the work has made them very valuable. But as they become most efficient and valuable, they graduate, and the whole process of teaching new ones must be gone over and over, involving great expenditure of time and strength.

Under the present arrangement there is the constant regret of leaving some work undone, and other things only touched upon, that would clearly be of real service to the College. If in every day there were twenty-four working hours, I might more nearly approach the attainment of my desire for this office, but as conditions are, it is my earnest conviction, that only by the help of a regular assistant, can my constant ambition and aim to make the Registrar's office of the greatest possible service to the Faculty and students, be realized.

I am glad to be able to state that the Card Catalogue of all existing records is completed up to the close of last year, and has already justified its preparation, and proved its usefulness.

Respectfully submitted,

FLORA ISABEL WOLCOTT.

Report of the Chairman of the Summer Session

To the President:

SIR—I offer the following report of the Summer Session of 1907:

For the first time in its history the school was conducted as a Summer Session, i. e. as an integral part of the work of the regular college year. The Session was held from June 20 to August 9, and completed the work of a half semester. The attendance was 144, or two more than the largest previous enrolment.

The income of the Summer Session was \$2,290.93, the expenses were \$2,005.50. The school was thus able not only to leave untouched the regular guarantee, but also to realize a surplus of \$285.43.

The registration total was made up as follows:

Men in attendance.....	56
Women in attendance.....	88
Students enrolled previous semester.....	95
Students not enrolled previous semester.....	49
Enrolled previous semester and of senior rank.....	10
Enrolled previous semester and of junior rank.....	27
Enrolled previous semester and of sophomore rank.....	14
Enrolled previous semester and of freshmen rank.....	5
Enrolled previous semester and of special rank.....	9
Enrolled previous semester and of Academy rank.....	25
Enrolled previous semester and from Conservatory.....	5
Not enrolled previous semester, from Oberlin High School..	4
Not enrolled previous semester, from outside Oberlin.....	45
Graduate students.....	14
Graduate students A.B. from Oberlin College.....	10
Graduate students A.B. from other colleges.....	4
Students taking Normal courses alone.....	9

The following suggestions as to future policy are made :

(1) Arrangements should be made by which the rates for board and room can be reduced. The present summer rates are from \$4.50 to \$5.50. Teachers from country districts and from the small towns surrounding find Oberlin prohibitive at these rates. If a college dormitory (for example Lord Cottage) were opened and run to cover expenses simply and not with thought of revenue, much could be done to help the situation. Any action taken should be immediate so that the fact could be advertised thoroughly both inside and outside the college.

(2) A more continuous policy should be entered upon than is now possible. Campaigns for students should be conducted throughout the year and not for a small part of it. Inquiries should be followed up from year to year and information gained as to why many who call for information do not come to us. Oberlin Summer Session should be brought to the attention of the teachers of Ohio more fully than it now is. The College should be represented at Teachers' conventions, round tables, etc., much more than at present. I have been surprised this past two years to find how small a hold upon the teachers of the state Oberlin has. Increased acquaintance is necessary if Oberlin is to overtake, in her influence among teachers, schools which are much smaller than she.

(3) A larger number of detail Normal courses should be provided. Teachers are desirous of having specific methods taught to them.

(4) Development of the Arts and Crafts school interests should be made. It has been contended by a most intelligent graduate of Oberlin and an established teacher in the Cleveland schools that Oberlin could provide exceptional opportunities in this direction.

(5) The guarantee should be left as now and the present year's surplus should be placed to the credit of the Summer Session. A permanent basis for expansion will thus be provided.

REGISTRATION IN THE SUMMER SESSION, 1907

The enrolment of students in the various classes was as follows:

<i>College Courses</i>	Teacher	Men	Wo- men	To- tal
Art (Renaissance Painting)..	Professor Johnston.....	17	44	61
Art (Mediaeval Architecture)..	Professor Johnston.....	15	44	59
Biology (Organic Evolution)..	Professor Grover.....	8	9	17
Economics (Elements).....	Professor Wolfe.....	5	5	10
Economics (Taxation).....	Professor Wolfe.....	5	1	6
English Literature (Shakes- peare)	Professor Durand.....	3	18	21
English Literature (History)..	Professor Durand.....	5	12	17
Ethics	Professor MacLennan.....	8	8	16
French 1 and 2.....	Associate-Professor Cowdery	5	8	13
Geology (Field).....	Associate-Professor Branson	6	0	6
German 1 and 2.....	Mr. Myers.....	6	3	9
History (European).....	Professor Root.....	4	5	9
History (American).....	Professor Root.....	5	5	10
History (Middle Ages).....	Professor Root.....	1	8	9
History (Roman).....	Mr. Fairchild.....	4	9	13
Latin (Literature in English)..	Mr. Fairchild.....	4	4	8
Latin (Teachers' Course)....	Mr. Fairchild.....	1	3	4
Pedagogy (Educational Psy- chology)	Professor Henderson.....	3	3	6
Pedagogy (Educat'al Ideals)..	Professor Henderson.....	2	7	9
Pedagogy (Educat'al Method)..	Professor Henderson.....	2	1	3
Psychology	Professor MacLennan	9	2	11
Sociology (Social Control)...	Professor Wolfe.....	9	2	11
Sociology (Social Problems)..	Professor Wolfe.....	3	4	7

Academy Courses

English (Literature).....	Miss Westlake.....	3	4	7
English (Composition).....	Miss Westlake.....	3	4	7
Latin 1 and 2.....	Associate-Professor Hosford	3	6	9
Mathematics (Algebra).....	Mr. Moore.....	5	6	11
Mathematics (Geometry).....	Mr. Moore.....	3	5	8

Normal Courses

Pedagogy (Methods).....	Mr. Luckey	1	8	9
Pedagogy (Review 1).....	Mr. Luckey	1	7	8
Pedagogy (Review 2).....	Mr. Luckey	1	7	8

Respectfully submitted,

S. F. MACLENNAN.

The Theological Seminary

Report of the Dean of the Theological Seminary

To the President:

SIR—The year 1906-07 has been an eventful year in the history of the Seminary. At its close two members of the Faculty, Albert Henry Currier and George Frederick Wright, after twenty-six years of service, retired under the provision of the Carnegie Foundation for the Advancement of Teaching. The services of both Professor Currier and Professor Wright have by no means been confined to their class-room work. Professor Currier represented the Seminary widely and efficiently in the pulpits of the country, and Professor Wright has been known abroad as well as at home as author and editor. The Seminary has received a great deal of money through Professor Currier's unremitting effort and personal influence with many donors. Particularly in the days before the responsibility for raising money was assumed by Mr. Williams, the financial service performed by Professor Currier was greater than anyone but himself realized. The associates of both professors have only pleasant memories of the years of work together. We hope for their continued residence in Oberlin and for their counsel in the conduct of the work with which they have been so long connected. The alumni will be interested in the full text of the reports made by them to the President and I take the liberty of inserting them here.

Reports of Retiring Professors

Professor Currier's report is as follows:

"I now report to you the work done by me, the past year, in Homiletics and Practical Theology. It was the 26th year of my labors in the Seminary, with which I have closed my active service to this Institution. I trust it will not be deemed improper for me to express on this occasion my gratitude to God for the good health and strength for labor given to me, the past year, and in all the years of my service, by reason of which I have been able to meet my classes regularly, and to perform my work with them and for them with but few omissions and without any abatement of interest on my part in the sub-

jects of instruction, or failure to inspire my pupils with interest in them. I am grateful, indeed, that God has given me in this work a most congenial employment, and that I have had as associates in it, in the Faculty, men whom it was a pleasure and an unfailing inspiration to meet and co-operate with in our common endeavors to advance the interest committed to our care. The work performed by my students the past year has been entirely satisfactory. Their reports of the reading done and their examinations have made it apparent that they were commendably diligent in their work; that they made themselves familiar with, and intelligent in, the subjects studied; and that they really enjoyed their work. It has been a great privilege to meet and teach these responsive minds, and to guide their studies through the years now closed.

"In homiletics I have given my class two new lectures upon 'The Value and Uses of the Imagination in Preaching,' which with little change of substance or form I contributed as an article to the *Bibliotheca Sacra* for April. For the same Quarterly I also prepared, for the January number, a careful and quite full notice of 'The Modern Pulpit; by Professor L. O. Brastow, D.D., who was my college classmate at Bowdoin and who retires, with myself, from his work in Homiletics at Yale to enjoy the benefit of the Carnegie Foundation.'"

Professor Wright's report is also given in full:

"My classes during the second semester in College have been unusually large, as will appear from the final report of Secretary Jones; that in the Evidences of Christianity being much larger than ever before, convincing me of the importance of keeping that study still open for election.

"Outside of my class work an unusual amount of opportunity has been offered for reaching the public in a general way. This has included courses of lectures upon the relations of science to the Bible (taking them in their chronological order), in Polo, Ill.; New York City; Boston; and single lectures in Chicago, Washington, D. C., Philadelphia, and Detroit, all of which have been very fully reported in the papers throughout the country. Meanwhile the *Bibliotheca Sacra* Company have issued my volume upon the 'Scientific Confirmations of Old Testament History,' which summarizes a considerable portion of the specific work of my department for the last fifteen years. This volume has met with favorable reception, so that a second edition is

called for, one-half of which is ordered by Hodder & Stoughton, of London. The book is also being translated into Dutch, and is to be introduced to the public of Holland in a preface written by Dr. Kuyper, late Prime Minister of Holland.

"My time this summer is to be fully occupied in lectures before Chautauqua assemblies, and in the autumn I am invited to visit England for the purpose of giving a number of lecture courses, while others are being arranged in this country on my return.

"The *Bibliotheca Sacra* continues on its course, and goes to all the leading centers of learning in the world, and carries with it the name of Oberlin to large numbers of scholars who otherwise would know scarcely anything of the Institution. I hope to be able to continue its publication here, and would take this occasion to call attention to its importance as an Oberlin institution, and to solicit the interest of the Faculty in its maintenance and in the enlargement of its efficiency.

"I have also continued to be the responsible editor of the *Records of the Past*, which, though published in Washington, disseminates far and wide the name of Oberlin.

"With deep gratitude for the aid and sympathy which I have uniformly received from my associates, and especially from the President, and for the freedom of research which has been offered me, I submit this report."

Two New Chairs

The work laid down by Professor Currier has been divided between two new chairs and two able men have been added to the Faculty. Rev. William J. Hutchins, who graduated from Yale College in 1892 and from Union Seminary in 1896, takes the Homiletical part of Professor Currier's work and will develop it along new lines. Although Professor Hutchins did not graduate here, he received part of his college and seminary training in Oberlin and comes back to us as an old acquaintance. Immediately after graduation from Union Seminary in 1896, he became pastor of Bedford Presbyterian Church of Brooklyn and remained with them until he resigned his pastorate to begin work here. He brings to his work the experience of a highly successful pastor, familiar with modern conditions of church life.

Rev. G. Walter Fiske, who graduated from Amherst College in 1895 and Hartford Seminary in 1898, takes up the work in Practical

Theology laid down by Professor Currier. His pastoral experience in important Congregational churches has been such in nature and degree of success as to prepare him admirably for the new type of work contemplated in the establishment of the new chair occupied by him. Both Professor Hutchins and Professor Fiske have already won the respect and enthusiasm of the students for the work of their departments.

The Seminary has occasion to be profoundly grateful for the gift of \$40,000 by the late D. Willis James, which has made it possible to establish the Shan-si Professorship of Practical Theology to which Professor Fiske has been called.

Work of Departments

All the work of the various departments in the Seminary, except the New Testament department, has been carried on as usual during the year.

The course in Theology II continues to be the great feature of the Senior year and attracts post-graduate students as well as undergraduates.

Professor Swing has given all the wide range of courses developed by him in the department of Church History. Few theological seminaries have so carefully planned a scheme of courses offered by the head of the department of Church History as we have. In addition to his regular work Professor Swing has during the past year published his *Life of President Fairchild*, which will be read by Oberlin Alumni and others with appreciation.

The great value of Professor Fullerton's courses in the History of Israel continues to be evident from the size of his classes. The Seminary is fortunate to have in the Old Testament chair a man of critical and fearless scholarship, combined with a devoutly constructive religious spirit. Professor Fullerton reports that the elective class beginning Hebrew, although small, read more Hebrew during the year than any class he has ever taught. Professor Fullerton's work outside his department has been considerable during the past year. In my absence he taught a two-hour course in the New Testament. Under the auspices of the Cleveland Young Men's Christian Association he gave a course of ten lectures to a class of business men. In connection with other Old Testament scholars he prepared a series

of valuable articles on the International Sunday-school lessons for 1907, which appeared in the July, August, and September numbers of the *Biblical World*. A series of reviews of recent Old Testament literature was written by him for the October number of the *American Journal of Theology*, and in the July number of that Journal he published a reply to the lengthy criticism written by Professor Koenig, of Bonn, on a previous article by Professor Fullerton. The article on "Slavery" in the forthcoming shorter *Dictionary of the Bible*, edited by Dr. Hastings, is written by Professor Fullerton.

Professor Caskey's two courses in elocution have been given as usual. His personal instruction regarding the use of the voice and the delivery of sermons has been of great value to the men and I hope for a larger place in the curriculum for the personal training of individuals by him.

Professor Miskovsky reports a very satisfactory growth in the Slavic Department. During the year 1906-07 there were eight students in the department, an increase of 60% over the previous year, and during the present fall the number has increased to twelve. Those admitted to the department are selected from a large number of applicants and are of excellent quality. The work is becoming interdenominational. Five of the eight students were Congregationalists, two were Methodists, and one a Baptist.

The work of the New Testament department was discontinued (with the exception of the two-hour course by Professor Fullerton mentioned above) during the second semester. After sixteen years of teaching it seemed practicable to take half of my "Sabbatical" year. The months were spent largely in Japan. During this time a great many addresses were given, the principal ones being before the World's Christian Student Federation in Tokyo, the Centenary Missionary conference in Shanghai, in Honolulu, and Seoul. Before going abroad I conducted a business men's Bible class in the Cleveland Young Men's Christian Association as I have done for some years past. I also delivered an address before the International Conference of Theological Students held in Dayton, O., and prepared articles for the *Biblical World* and the journal of the Religious Education Association.

A course of very valuable lectures was given in the second semester by Rev. William Eliot Griffis, D.D., on China, Korea, and Japan,

and other valuable single lectures were given by different individuals during the course of the year.

Interest in Missions

The missionary interest among the students of the Seminary is often quickened in a very wholesome way by the presence of missionaries spending their furloughs in Oberlin. Some of the younger missionaries find it to their advantage to enroll as post-graduate students. In this way they come into close contact with student life and render very great service to the Seminary. A short time ago Rev. George Wilder (O. C. '91), of the North China Mission, rendered an inestimable service of this sort, and during the year covered by this report Rev. Giles Brown (O. C. '97), of Ceylon, has done the same. Rev. John Banninga, of India, is with us this fall. In view of these influences it is not strange that one-third of the members of the three regular classes during the past year were student volunteers.

Attendance

The attendance for the year 1906-07 was reasonably satisfactory. The total attendance was 18 per cent more than the average total attendance for the five years just preceding (1902-06), and 27 per cent more than the average total attendance for the preceding ten years (1896-1906). This calculation ignores the "English Department" which was discontinued some six or seven years ago. The attendance in the three regular classes, that is, excluding post-graduates, pastors in residence, and the Slavic department, was 27 per cent more than the average for the preceding five years, and 43.8 per cent more than the average for the preceding ten years. The total attendance this fall is already larger than that of last year at the beginning of the second semester, but the attendance of the three regular classes is at present less by four than that of last year at the beginning of the second semester. It may be increased somewhat as the year advances. The total attendance at present is 55: post-graduates, 2; pastors in residence, 3; Slavic students, 12; the three regular classes, 38. According to reports published in "The Congregationalist," Chicago Seminary has this fall in its three regular classes, 30 students, Hartford 34 and Yale 44 (registration reported as incomplete). While the attendance is not what could be wished in any of our Congregational

Seminaries our own compares favorably with that of the others. It is to be remembered that we require graduation from college as a condition of membership in the three regular classes.

Thirteen men graduated last May, of whom eleven are now preaching in five states, one is in China, and one is taking post-graduate study in preparation for work in Japan. At least five denominations were represented among the students last year.

Needs

Our chief financial needs seem to me to be: (1) endowment for our Student Employment Fund used for the employment of students who are paying their expenses by doing mission work; (2) endowment for the further development of instruction in Comparative Religion and Christian Missions; (3) money for repairing Council Hall; (4) endowment for the establishment of a graduate fellowship. Something is being done along all these lines except the last. I feel increasingly sure that in the institution of our scheme for employment of students in mission work we have discovered the right way to deal with the problem of "beneficiary aid," and under Professor Fiske's supervision the scheme will greatly gain in effectiveness and educational value.

I am convinced that all seminaries will soon feel the need of thorough work in the study of Comparative Religion. It is not simply for the sake of prospective missionaries that such work should be offered. Home pastors need to study in an appreciative but carefully discriminating spirit, the genius of the great ethnic religions. It would not be strange if, before the middle of the present century, many Christian churches in America should find themselves facing Buddhist temples across the street. It is not improbable that occidental and oriental civilizations are destined to meet in America. The study of modern Christian missions which is naturally combined with the study of Comparative Religion is as necessary for pastors at home as for foreign missionaries.

Council Hall has been greatly improved by the renovation of its chapel at an expense of about \$1,000. This building, which was for a long time the best building of the "brick period," no longer holds its preëminence in the new "stone period" which the institution has entered and needs considerable money spent upon repairs and furnishings in order to keep it presentable.

The graduate fellowship suggested would be a stimulus to good scholarship, although we have nothing to complain of in the work of our students. They work very hard and with excellent results. Such a fellowship, however, would be of great service to its holder in enabling him to spend a season in Palestine. I should suppose that our purpose to concentrate all our effort upon the training of pastors would lead us often to send the holder of such a fellowship to Palestine instead of to the German universities. And yet we ought also, every few years, to start some one of our students upon post-graduate study in Germany so as to have some men among our alumni in training for theological professorships.

Respectfully submitted,

EDWARD I. BOSWORTH.

The Conservatory of Music

Report of the Director of the Conservatory of Music

To the President:

SIR—On reviewing the past year in the Conservatory, one could be dangerously elated over the many signs of material growth and prosperity, and easily overlook the more subtle growth in the things pertaining to quality and high ideals.

Although our classes are filled to overflowing by the large and steady stream of students who are turning to us for a musical education, yet it is gratifying to know that we draw students with a higher average of talent and a more thorough preparation than in former years.

This is the testimony of teachers in all departments, and we are indebted largely for this gain to the work of our own graduates and students who go out as trained teachers, and send back to us their best pupils for further advanced study.

The constant pressure exerted in the past few years to raise the literary standard is showing the most gratifying results. Two years ago the number of students of College rank was 25 per cent. Last year it was nearly 50 per cent, and this year it promises to reach 75 per cent. At this rate the transition to a "College of Music," where all students are of College rank, is very near. Such a standard will be a unique one in this country, if not in the world, and will bring with it many advantages.

The Faculty

Our faculty has never offered broader fields of study, or shown more enthusiasm for the life and work of the Conservatory. Five of our regular teachers spent the whole or part of last year in Europe for study and travel, and this year four are abroad for the same purpose. Professor L. C. Wattles resumed her teaching in January after six months of rest and study. Mr. Herbert Harroun returned at the same time after a year and a half spent in Berlin, which greatly enlarged his usefulness as a singer and teacher. He also takes up his former posi-

tion as director, and tenor soloist in the Second Presbyterian Church in Cleveland.

Professor H. H. Carter is most gladly welcomed back to work with us again after a year of rest, which he and Mrs. Carter spent in Europe and the Orient. There is every reason to hope he will give the Conservatory as valuable a term of service as succeeded his former vacation fifteen years ago. Mr. and Mrs. C. P. Doolittle spent part of last year in Germany; Mrs. Doolittle will begin her teaching in the winter term. Miss Kate Peck begins again her work as instructor in singing after a refreshing year of study with Mr. Geo. Ferguson in Berlin.

We shall miss greatly the services of Professor W. K. Breckenridge, and Mr. and Mrs. Charles H. Adams, who have leave of absence for study in Berlin and Paris. Mr. Edward B. Manning, who taught violin with us last year, is also in Berlin, where he expects to remain for two years. The new teachers who begin work this fall are Mr. Frederick Stiven and Miss Florence Jenney, both of the graduating class of last year, Mr. Stiven as teacher of organ and Miss Jenney as assistant to Professor Kimball in singing. In addition to their work as teachers, Mr. Stiven supplies Professor Breckenridge's place as organist at the First Church, and Miss Jenney is soprano soloist in Calvary Church, Cleveland. Mr. Karl Gehrken, who graduated from Oberlin College in 1906, and who since that time has been a teacher in the Oberlin High School, begins his work with us as teacher of the Normal Course in Public School Music. He also has charge of the music in the Oberlin Public Schools.

Mr. F. J. Lehmann, instructor in Theory, has written a "Treatise on Simple Counterpoint," which has been published by Schirmer, of New York, and which has received most favorable notice from musicians everywhere. He has also completed a text-book on "Harmonization at the Piano," which is used in our classes here as the best available text-book on that subject.

Professor Heacox and Mr. Lehmann have completed their "Harmony Text-book," published by A. G. Comings, of Oberlin.

It is gratifying to note the growth of Professor Dickinson's class in "Appreciation of Music." From a modest beginning two years ago of a class of twelve, it has grown this fall to a class of over sixty.

Various groups of the Faculty have given some interesting concerts and recitals during the year in Oberlin, Cleveland, Toledo, and

elsewhere. Mrs. Caroline Harter Williams has played with great success in many concerts throughout the country, and will be heard with the Thomas Orchestra as violin soloist later in this season. Dr. Andrews has found opportunity to play on many of the greatest organs, notably the one at Yale University, and the new one opened by him at Chautauqua, N. Y., this summer. He has given the usual series of five recitals at home. Some of his best organ works are soon to be published.

The great growth of the Organ Department has made it necessary to provide a new pipe organ for lessons, and several new pedal organs for practice. The pipe organ is a small two-manual one made on special order by Lyon and Healy, Chicago, and will serve as a preparation for the large organ in the Concert Hall.

Statistics

The following tables of statistics, compiled by Mrs. H. W. Woodford, Dean of Conservatory Women, show the growth of the year 1906-07:

Enrolment of Students

	Men	Women	Total
Fall 1906.....	110	522	632
Winter 1907.....	102	517	619
Spring 1907.....	91	446	537

Classification of Students

	Classed Conservatory	Conservatory and other Depts.	Classed Conservatory taking work in other Depts.	Classed Col- lege	Classed Acad. or Art.
Fall 1906.....	484	269	121	78	70
Winter 1907.....	487	257	123	79	55
Spring 1907.....	416	220	92	76	52

Classification with reference to College entrance requirements

	Men	Women	Total	Classed Conservatory Men	Women	Total
Students of College Rank....	59	256	315	21	192	213
Students of Academy Rank..	131	319	450	54	318	372
			----			----
Total enrolment.....			765			585

If from those of Academy rank there are left out those who are living in their homes, a clear gain is apparent each year.

1904-05, 97 were of College rank; 339 of Academy rank; nearly 23 per cent.

1905-06, 148 were of College rank; 317 of Academy rank; little over 32 per cent.

1906-07, 213 were of College rank; 262 of Academy rank; nearly 50 per cent.

This fall fully two-thirds are of College rank, though the total enrolment of those classed Conservatory is a little larger than last fall.

Thirteen students enrolled last year held the degree of Bachelor of Arts, one the degree of Bachelor of Science, and one the degree of Bachelor of Philosophy.

Degree of Bachelor of Music at Graduation

	Men	Women
1904	4	6
1905	0	4
1906	2	4
1907	5	4
	—	—
Total	11	18

It will be noticed that the per cent who graduate of the total enrolment is much greater of men than that of women.

Instruction Given

	Fall '06	Winter '07	Spring '07
Piano	474	463	401
Singing	271	301	262
Organ	102	107	99
Stringed Instruments.....	56	51	48
Wind Instruments.....	6	3	3
History of Music.....	78	73	62
Advanced History of Music.....	7	7	7
Appreciation of Music (1st Sem.)	30		
Appreciation of Music (College Students only, 2d Sem.)	51		
Harmony	228	237	160

	Fall '06	Winter '07	Spring '07
Counterpoint, Canon, Fugue.....	9	7	9
Composition	6	7	6
Analysis and Musical Form.....	24	25	27
Ear Training.....	36	121	86
Public School Music.....	15	37	30

Summer 1906—Harmony, 9; Analysis, 8; Counterpoint, Canon, Fugue, 5.

Concerts and Recitals

The following list of musical organizations and artists have appeared here during the past year. The visits of such artists are instructive and refreshing in the highest degree, but the real musical life of Oberlin is made and kept up by the work of our faculty, the Musical Union, the church choirs, the Conservatory orchestra, and by the students themselves:

Mrs. Olga Samaroff.	Mrs. Viola Waterhouse.
Mrs. Louise Homer.	Mrs. E. N. Shepard.
Mr. Francis Rogers.	Mr. Ellison Van Hoose.
The Pittsburg Orchestra	Mr. Felix Hughes
Mrs. Genevieve Clark Wilson.	Mrs. Sol Marcossou.
Miss Christine Miller.	Mrs. Adelia Prentiss Hughes.
Mrs. Margaret Jones-Adams.	The Cincinnati Orchestra.
Mr. Emilio de Gogorza.	The Theodore Thomas Orchestra.
Mr. Dan Beddoe.	Mrs. Corrine Rider Kelsey.
Mr. Henri G. Scott.	Miss Janet Spencer.
Mr. Chas. H. Adams.	Mr. Edward Johnson.
Mr. Wm. J. Horner.	Mr. Herbert Witherspoon.
Mr. Harry P. Cole.	Miss Laura Combs.
Mrs. Charlotte Demuth Williams.	Mrs. Harriet Foster.
Mr. Joseph Lhevinne.	Mr. Frank Ormsby.
Mrs. Maud T. Doolittle.	Mr. Claude Cunnigham.
The Kneisel Quartet.	The Oberlin Musical Union

Respectfully submitted,

CHARLES W. MORRISON.

Report of the Dean of Conservatory Women

To the President:

SIR—As Dean of Conservatory Women, I have the honor of presenting the following report for the Academic year 1906-07.

The total enrolment of women for the year was 629; 488 of these were classed Conservatory; 378 were not living in their homes. Emphasis is being still increasingly laid upon the need of having the High School course completed before specializing in music, and this fall fully two-thirds of the women who are not in their own homes are of College rank, though the number already enrolled is greater than at the close of the term last fall. This emphasis is primarily made because it is clear that the women will be the better able to hold themselves steadily to their work, but it also has a decidedly salutary effect upon the general standard of conduct of those who come, so that they can be trusted much farther and dealt with in a much more satisfactory manner than was possible when so many were immature and untrained.

The Dean had for several years noted with regret the diminishing number of Conservatory students who were being received into the College Halls. In 1906-07 only two were in Baldwin and eight in Talcott. Her request that Baldwin would receive four and Talcott ten—the selection being left to the Conservatory—was cordially granted and also places for four in Dascomb Cottage.

The girls were called together and told that in general precedence would be given to Seniors, then to Juniors, then to those taking regular full work with the hope of completing the course, but that not even Seniors could have a place unless their former matrons and the Dean could from past experience vouch for their good conduct. This decision is already thoroughly understood, and it is believed it will prove to be a wholesome stimulus for all, for the desire to be in College Halls is very strong.

My own work is chiefly personal with the girls—trying to keep in touch with them, with their matrons, teachers and parents, thus aim-

ing to help them before they grow so careless that we cannot wisely keep them.

Gradually the office is coming to be a sort of general registrar's office as well as that of Dean of Women. Records are kept not only of class recitations, but of the kind of work done in every branch of study by each student in the Conservatory, written reports being handed in by the teachers at the close of each term for these records.

No serious cases of discipline came up during the year. Several were told that if they returned they would need to take their work chiefly in the Academy until that course was completed, and six girls, by vote of the Faculty, were requested not to return because of lack of talent or of earnest work.

The request made last year that more courses be offered in the College to which our students would be admitted has been granted and this fall sixty-three of our girls are taking advantage of them in spite of the fact that sixty are taking work in the Academy and three hundred and thirteen (313) are in our theory classes.

Respectfully submitted,

HARMONIA WATTLES WOODFORD.

The Academy

Report of the Principal of the Academy

To the President:

SIR—There has been little change in the life and work of the Academy during the last year. In September, 1906, at the opening of the fall term there seemed to be little demand for the course in Mechanical Drawing. The other classes in Mathematics were very full, and all the time of the teachers was needed to do the work of these classes. So the course in Mechanical Drawing was given up for the year. It was but a few weeks until it became evident that this change was a mistake, and that the course is one which ought to be given every year. Not more than eight or ten students are enrolled in the course, but these are students who are very anxious to do this work, and some of whom are attracted to Oberlin especially by this course. The course has been resumed this fall and will be continued regularly.

Another new course has been added this year in debate. To interest the boys in this kind of work seems exceedingly desirable. A company of about fifteen boys are taking up this work with great interest. The course is managed by one of the seniors in College, who has given much time to work in debate.

Two years ago the Trustees gave permission to the faculty of the Academy to make a special charge for athletics for the next two years. The fee charged has been seventy-five cents in the fall term, fifty cents in the winter term, and seventy-five cents in the spring term. The burden which this plan has laid upon any individual has been light, and so far as is known to the Principal, the fees have been gladly paid by all the students. On the other hand the collecting of these fees has enabled the coach of the athletic teams to have something upon which he could depend, to meet the absolutely necessary bills connected with the management of athletics. In the judgment of all the teachers of the Academy the arrangement is a wise one, and they very earnestly ask the permission of the Trustees to continue it. It is the distinct conviction of the Principal that more boys

ought to take part in the athletic games, not for the sake of the games themselves, nor for the sake of the record which the teams can make, but because some outdoor life, and the engaging in some sport is desirable for all boys. It is the purpose of the Academy to try to increase the number of boys who take part in its games, and so far as possible to have all the boys share in the athletic life.

The Principal has studied carefully the report of the Advisory Committee of the Trustees of the Academy, and has considered the details of that report with the President. The most of the recommendations of that Committee relate to matters which have been in the mind of the Principal for a long time. During all his years of work in Oberlin he has felt that there ought to be more men employed as teachers. He is met invariably, however, by the difficulty that it is almost impossible to secure or to hold as teachers men of experience and power at the salaries that the Academy has paid. Last year there was engaged in the Academy here a company of men admirably fitted to do exactly the work that needs to be done. At the close of the year, however, four of those men left us. Three of them went to universities in the east for post-graduate study, while the fourth felt that he must find a position where he could receive a larger salary. It seems hardly possible to expect that after any extended post-graduate study such men will be willing to return to Oberlin Academy to teach for \$650. If they are the kind of men who are needed here, they ought not to teach for such a salary. On the other hand the presence of just such men in the Academy is absolutely essential, if the Academy is to hold its own, to say nothing of increasing its numbers, and enlarging its work. The Principal appreciates heartily the appointment of Mr. Adams as Associate Principal.

It is the very earnest wish, both of the Principal and the Associate Principal, that Mr. Roy V. Hill, one of the teachers in Mathematics, who is taking post-graduate work at Harvard, should be brought back to Oberlin Academy at the close of his post-graduate study. For the work in the class-room and out of the class-room he is admirably fitted, and he is one of the men who are greatly interested in secondary school teaching. He will be encouraged to give some attention to Pedagogy while he is absent, as was Mr. Adams, during his two years at Harvard.

The Academy needs very much, new buildings and new equipment. It can perhaps, if it must, get along for a few years without these, provided it can be able to secure and hold superior teachers. If it can offer its patrons neither superior equipment and buildings nor superior teachers, it has very little chance to make a strong appeal.

For the present year arrangements have been made to use a part of the time of Mr. W. F. Bohm, the Secretary to the President, in canvassing the country for pupils, and in seeking to put Oberlin teachers in positions of influence. This is a beginning merely in a direction which seems to the Principal to offer large promise of success.

Any arrangement, which can be made, by which more scholarships, such as are recommended by the Advisory Committee, will become available for Academy students, will be heartily welcomed by all the faculty of the Academy.

The Principal has gone over carefully the list of college houses, to see if there are any houses that can be secured, that are suitable for dormitories for Academy boys. It has been already explained to the Trustees that two of the best of the College houses are now used for dormitories for girls of the Academy, and as boarding houses for boys, and that another large new house nearby is largely filled with Academy boys, under the charge of a competent matron. Without the expenditure of considerable money there seems to be no other house that can now be made fit for this use, though the Principal of the Academy would be very glad to have one or two such houses occupied by Academy boys, if the right matrons can be found, and if the necessary financial arrangements can be made. The Associate Principal is at present spending a good deal of time in calling upon the boys in their rooms, and thus learning their conditions and surroundings. In the near future a meeting of all matrons in whose houses Academy boys find their rooms will be called for conference. It is hoped that thus there may be a better understanding as to what is expected of the boys of the Academy, both on the part of the matrons and the boys themselves.

In no direction has the work of the Academy seen such growth during the last few years, as in the Laboratory work in the courses in Science. In Physics, Botany and Zoology the Principal feels con-

fident that few schools give better courses than are given in Oberlin Academy. It is desirable to do something more along these lines and perhaps to add some work in manual training as soon as may be. It seems wiser, however, at present to make the courses which we have as strong as possible, rather than to add many new courses.

The instruction furnished in Oberlin Academy during the year 1906-07 is shown in the table which follows. The Academy is still on the *term* plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for one term. It represents two-thirds of a College instruction unit.

Departments	Number of Classes	Number of Teaching Hours	Students			Academy Instruc- tion Units 1906-07	Academy Instruc- tion Units 1905-06	Academy Instruc- tion Units 1904-05	Academy Instruc- tion Units 1903-04	Academy Instruc- tion Units 1902-03
			Men	Women	Totals					
Bible.....	12	12	455	318	773	773	702	707	668	573
Botany	4	28	19	34	53	196	190	112	180	0
Declamation.....	6	9	42	16	58	75	100	80	168	116
English	59	169	684	641	1325	3777	3421	3586	3247	3022
French	11	55	45	92	137	685	735	770	595	840
German,.....	16	80	149	121	270	1350	1215	1610	1230	1320
Greek.....	6	30	42	21	63	315	360	345	495	785
History.....	12	48	162	163	325	1300	1144	764	680	336
Latin	32	159	395	281	676	3328	2797	3156	2755	3040
Mathematics.....	35	136	468	274	742	2726	2138	2862	2084	2012
Physics.....	6	67	85	15	100	400	628	508	300	476
Zoology.....	3	24	18	11	29	116	144	92	144	0
Total.....	202	817	2564	1987	4551	15041	13574	14592	12596	12520

The total number of different classes taught in the Academy during the year was 202 and the enrolment in them was 4,551, an average of 22.5 to each class.

The amount of instruction furnished in History shows a remarkable increase in the last five years. There has also been a steady increase in the instruction furnished in English. The subject of Physics showed a decrease last year.

Respectfully submitted,

JOHN F. PECK.

Report of the Dean of Academy Women

To the President:

SIR—The enrolment of girls in the Academy for the year 1906-7 was 160. Of this number 33 lived at home, 26 were in two Academy houses, while the others were scattered in the various boarding houses.

For a part of last year we were able to have a resident teacher in one of the Academy houses and although it has not been possible to continue the arrangement this present year we hope to return to the plan which proved so beneficial to the general welfare of the household.

After consultation with the Academy girls and with their hearty approval a student board of eight was organized. The vice-presidents of the four Academy classes and four other members, chosen directly by the girls, constitute this board. The object of this organization is to be generally helpful to all the Academy girls and to act as an advisory committee to the Dean. I have much appreciated the assistance of this committee during the registration days of each term. Although this is our first experience with such a committee in the Academy I believe that something has been accomplished in giving more unity to the general spirit among the girls.

The Lesbian literary society has received more enthusiastic support than usual this year. For the most part the scholarship of the girls has been worthy of commendation, although a few of our members have been advised not to return because of unsatisfactory work.

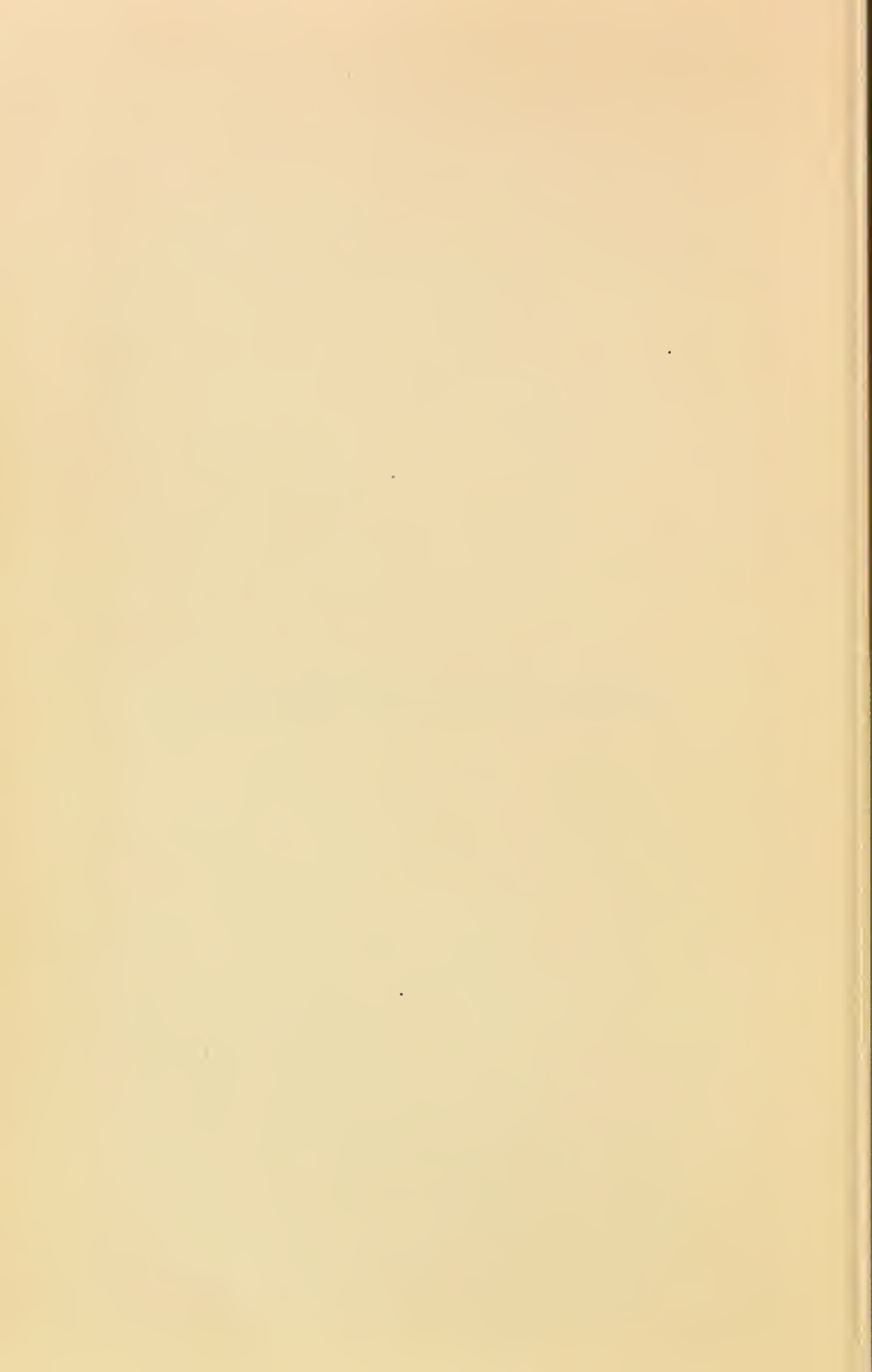
The most interesting phase of our work is naturally with the individuals, and for that reason cannot be reported. Each succeeding year has made me appreciate more sincerely the merits and the needs of the average Academy girl.

Respectfully submitted,

EDITH C. FARGO.



Other General Officers



Report of the Librarian

To the President:

SIR—I submit herewith the annual report of the Library for the year 1906-1907.

GROWTH OF THE LIBRARY

The total number of pieces received during the year by purchase, gift, or exchange, was as follows: Bound books, 6,314; unbound books and pamphlets, 9,180; numbers of magazines, 22,035; numbers of newspapers, 29,092,—a total of 66,621 pieces. Of these, 5,414 bound books, 7,168 pamphlets and unbound books, 9,079 numbers of magazines and 18,088 numbers of newspapers,—a total of 39,749 pieces,—were additions; while 900 bound books, 2,012 pamphlets, 12,956 numbers of magazines and 11,004 numbers of newspapers proved to be duplicates, and were listed and added to our collection of duplicates. Besides these, a goodly number of manuscripts, many maps, many prints and photographs, and a few coins were added to our considerable collections of these articles without being counted, as these collections have never been arranged or in any way brought into working condition.

The additions for the year, both in bound and unbound volumes, exceed those of any year in the history of the Library. The following table shows the net additions by college years since 1902-03:

	Bound	Unbound	Total
1902-03	3,833	1,292	5,125
1903-04	5,120	1,581	6,701
1904-05	3,816	3,236	7,152
1905-06	5,006	670	5,676
1906-07	5,414	7,160	12,574

No record has been kept in previous years of the numbers of magazines and newspapers received, but it is not thought that the numbers of these received during the past year are in any way unusual. On the other hand, the number of pamphlets received during the year was quite unusual, largely because of a gift, which will be spoken of later in the report. That a staff so small as ours should be

able to examine 66,621 pieces ; catalogue all the bound and many of the unbound volumes ; make temporary slip records for the numbers of magazines and newspapers ; list all those which prove to be duplicates ; and besides all this, meet the needs of the users of the library, averaging more than 590 per day throughout the college year, is, I think, evidence that the year has been one of great activity.

CONDITION OF THE CATALOGING

The following table shows the extent to which the library is catalogued, and the work which yet remains to be done :

	Com- pletely Cata- logued	Tempo- rarily Cata- logued	Uncata- logued	Totals
Bound Books.....	77,611		363	77,974
Unbound Books and Pamphlets..	44,964		48,883	93,747
Newspapers		1,500 ¹		1,500 ¹
Maps and Charts (est.).....			2,800	2,800
Manuscripts			50 ²	50 ²
Misc. coins, prints, photographs, etc. (est.).....			1,000	1,000
	122,575	1,500	53,096	177,071 ³

- 1. This includes only those bound in temporary bindings. In addition, there are 50,000-100,000 unbound numbers.
- 2. This includes only the Fairchild Collection, arranged in 50 pamphlet cases. In addition, there are a large number of MSS. not yet arranged.
- 3. This does not include the 30,000-40,000 numbers of magazines belonging to the Library.

ADDITIONS OF THE YEAR

The 5,414 bound volumes added during the year came from the following sources : by purchase, 2,505 volumes ; by gift, 2,562 volumes ; by exchange, 347 volumes.

Gifts

Without the generous gifts of our friends, such rapid growth as that of recent years would be impossible. Some of the larger gifts deserve special mention.

Early in the year, a friend who prefers to remain anonymous, wrote to the Librarian, in connection with the offer of some books: "I want Oberlin to have these books, because I do not think that books should be hoarded until obsolete before they are passed on, and because students need access to as many new books of a helpful nature as possible." During the year more than two hundred and fifty volumes, nearly all recent and of use to the general reader, came from this friend. No single gift of the year has been more immediately useful. The desire of the donor to put current books into the hands of college students, is as delightful as it is unusual. May it find many imitators!

Mr. J. M. Spencer, of Munich, sent two large boxes of books and a very costly microscope. The books were of unusual value, some of the most important being: Engler u. Prantl, *Pflanzenfamilien*, complete; Maund, *Botanical Garden*; Paxton, *Flower Garden*, 3 v; Sprüner-Menke, *Hand Atlas für Geschichte des Mittelalters*; Stieler, *Hand Atlas*; and Berghaus, *Physikalischer Atlas*. Many other works of scientific interest were included. This gift greatly helps our Botanical Department.

Miss L. C. Wattles presented a large number of recent works of fiction, and added regularly a number of periodicals to our shelves.

Rev. W. E. Stevens presented the volumes of the *Annual Cyclopædia*, 1875-1885. This gift was suggested by an item in the report of last year. I venture, therefore, to add that we should be glad to obtain the volumes for the years 1872-1874, 1886-1903.

Mrs. Hannah S. Dodge gave us a number of interesting volumes from the library of Abigail S. Dodge ("Gail Hamilton"), and also a bust of Henry W. Longfellow.

Rev. W. H. Warren, of Lansing, Mich., sent us several boxes of books and a very large and valuable collection of pamphlets—the gatherings of many years of faithful services for the Congregational churches—which it would be exceedingly difficult to duplicate.

Mr. Courtland L. Booth sent a large box containing many newspapers, books, and pamphlets. This is in continuation of many previous gifts of a like sort.

Professor A. H. Currier gave us a careful selection from his private library.

Mrs. Lucy I. Carey gave several boxes of books from her husband's library. While the majority of these were duplicates, a very

considerable number were additions to our collection.

Rev. W. R. Moore, of Los Angeles, Cal., sent us more than a hundred volumes from his private library. One of these volumes proved to be an edition of the Westminster Confession, which was mentioned but not described in Professor Warfield's "The Printing of the Westminster Confession," as he had been unable to find a copy. Being informed of our copy, he borrowed it at once.

Dr. C. H. Browning, Dr. Ellen F. Hawkins. Dr. W. C. Bunce, and Dr. Geo. C. Jameson gave, as in former years, medical journals and medical works.

The Missionary Volunteers added a number of recent missionary works, and made a selection from our missionary literature for the shelves of the reading-room, of which large use was made.

The Colonial Dames of America gave their valuable publication, "The Letters of Washington," in five octavo volumes.

The Oberlin W. C. T. U. added the Lives of Frances E. Willard and Susan B. Anthony.

Exchanges

Besides these gifts, a very considerable number of volumes were obtained by exchange.

From the Library of Congress came a large number of books relating to the early history of America, many volumes concerning South America, and a goodly number of family genealogies. For books of this latter sort there is frequent demand, and this addition will be of immediate use.

The Massachusetts State Library sent us a large number of Massachusetts documents, as well as some miscellaneous publications; and the Maine State Library sent us the current reports of the departments of that state.

While gifts will not take the place of purchases, they may, and do, most effectually supplement them. It is the conviction of the Librarian that our library, with its widely extended constituency, ought to be greatly strengthened in future years by the co-operation of the Alumni of the College. Nearly every lawyer and every newspaper editor accumulates a collection of state documents, journals, laws, codes, etc., as well as of city and town documents, for which, after a certain temporary service, he has no longer any need. These docu-

ments, however, are essential for the study of subjects such as state and local legislation, economic problems, economic history, state and local history. Our collection of these documents, especially for the states west of Ohio, is far from satisfactory, and the Librarian would gladly enter into correspondence with any of the Alumni who feel like helping to complete it. State and local histories, genealogies, and the like, are also very greatly desired.

Important Additions

During the year many sets of periodicals have been completed, or made more nearly complete. Among the sets thus increased were: Proceedings of the American Philosophical Society, The Journal of Social Science, the American Journal of Sociology, Zeitschrift für die Alttestamentliche Wissenschaft, The Monist, Dublin University Magazine, Saturday Review, Chambers's Journal, Household Words, Scientific American, Torreya, Bryologist, Journal of Morphology, Journal of Biblical Literature, Engineering Magazine, and The Builder.

From the Living Endowment Fund of the Class of 1902 the following reference books have been purchased: Encyclopædia Americana, Harper's Encyclopædia of United States History, Spofford's Library of Historic Characters and Famous Events.

Among the purchases of the year may be mentioned: Dryden's Works. Lond., 18 v.; Beaumont and Fletcher's Works, 4 v.; Herder, Sämtliche Werke; Ibsen, Sämtliche Werke (in German); Lenz, Gesammelte Schriften; Bernay, Schriften; Treitschke, Deutschen Geschichte; completion of our set of the works of John Calvin in the "Corpus Reformatorum"; Paul, History of Modern England; Brandes, Main Currents in Literature.

Manuscript Additions

One or two additions to our Manuscript Collections are worthy of note:

Mrs. Minerva T. Ellis gave a number of manuscripts written by Professor John M. Ellis. Among them were contributions to the history of Oberlin College, such as a sketch of John P. Morgan, the first Director of the Oberlin Conservatory of Music; "College Life in Oberlin Thirty Years Ago," a Thursday Lecture given in 1881; and "The

importance of our work as a College and a Community," an address given on the Day of Prayer for Colleges in 1884.

From Rev. William E. Park was received a typewritten copy of a celebrated pamphlet published in 1847, by Henry Ruffner, of Lexington, Va., entitled "Address to the people of West Virginia, showing that Slavery is injurious to the public welfare," etc.

From other friends have come documents which have a local interest. One of these is a poem entitled "My Old Home," written by Mrs. E. C. Stewart, the wife of one of the founders of Oberlin. The other is a statement dated Oberlin, December 31, 1834, reading as follows: "We, students of the O. C. Institute, hereby certify our view as to the practicability of admitting persons of color to this Institution under existing circumstances." Then follow, in two columns, headed respectively "In favor" and "Against," the signatures of fifty-eight students, of whom twenty-six are "In favor" and thirty-two "Against." That this original petition, probably prepared for the information of the Trustees at the time when the admission of colored students to the College was under discussion, should have been preserved and should now have come into the possession of the College, after an interval of seventy-five years, is certainly remarkable.

Prof. A. H. Currier added to our collection of material connected with John Frederick Oberlin, for whom the College is named, a manuscript containing reports of his sermons, delivered at intervals from the year 1788 to the year 1803, written in part by Marguerite de Fonday.

WORK OF THE CATALOGING DEPARTMENT

During the year 5,051 bound volumes and 4,632 pamphlets and unbound volumes were catalogued. This involved the writing of 14,177 new cards for the catalogue, and the alteration, mostly by incorporating additions, of 4,093 cards previously written. Our card catalogue is now estimated to contain 230,000 cards. Mrs. G. C. Jameson, who was formerly a member of the cataloging department, has kindly assisted a few hours each week during the latter half of the year.

It will be seen from the table given earlier in the report that the cataloging of the bound volumes is essentially up to date, only those volumes remaining uncatalogued which have come in since the first

of August. The cataloging of the pamphlets does not keep up with the annual increase, the number reported as uncatalogued having increased 2,168 over the number reported last year. The newspapers and numbers of magazines are recorded in a temporary slip catalogue (except when bound in permanent binding), and so far as the crowded condition of the library will admit, are arranged and made available for use. All magazines which come by purchase, and the more important of those given, are bound when the current volume is completed. Others are arranged alphabetically, and are much used by the reference department. No one not actually in the work can appreciate the extent to which our work is helped by the very generous gifts of periodicals from citizens of Oberlin.

The crowded condition of our shelves has made it extremely difficult to make the magazines available, and we have been obliged to give up entirely any attempt to keep our newspapers accessible, only a few of the most important being kept where they can be used. We look forward with eagerness to the relief which the new building will bring in this respect.

Manuscripts, coins, prints, photographs and similar material are simply allowed to accumulate, as we have no room in which to arrange them. Here, too, the new building will give great relief.

This department has also charge of the accessions-book, and of the shelf-list. The full time of one person, and about three-fourths or the time of an assistant, is all that is available. The growth of the work will make necessary the employment of an additional assistant in this department as soon as the financial condition of the library will warrant it.

REFERENCE AND CIRCULATING DEPARTMENTS

During the year the library was open 307 days. The total number of readers for the year was 134,247, as compared with 136,378 for the previous year. The smallest attendance in any one day was 20 (Aug. 16), and the largest 859 (May 1). The average daily attendance during the school year, including the Christmas and Easter vacations, was 593; during the Summer School 120, and during the remainder of the summer vacation 40. The average daily attendance for the entire year, including the summer and other vacations, was 437.

The following table shows the attendance by months during the year :

	Days Open	Morning		Afternoon		Evening		Total	Avg.
		Total	Avg.	Total	Avg.	Total	Avg.		
1906									
September ..	25	2,476	99	2,017	81	1,201	48	5,694	228
October	27	6,442	238	5,810	215	3,715	137	15,967	591
November ...	25	6,639	265	6,005	240	3,730	149	16,374	655
December ...	25	3,733	149	4,107	104	1,620	65	9,460	378
1907									
January	25	5,593	224	5,122	205	2,884	115	13,599	544
February ...	23	5,665	246	4,704	204	2,533	110	12,902	561
March	26	6,104	235	5,244	202	2,778	107	14,126	543
April	26	6,509	250	5,725	220	3,646	140	15,880	611
May	27	6,996	259	5,499	203	4,448	164	16,943	627
June	25	3,955	158	3,084	123	1,565	62	8,604	344
July	26	1,548	59	1,480	56			3,028	116
August	27	779	29	891	33			1,670	61
		-----	-----	-----	-----	-----	-----	-----	-----
		307	56,439	183	49,688	161	28,120	158 ¹	132,247 437 ²

A comparison with the similar table in last year's report shows that the morning and afternoon attendance has increased, but that the evening attendance has decidedly fallen off. This is probably due to a more restricted granting of evening permission to freshman and sophomore women. The result has been to check the overcrowding of the room in the evening. The average attendance in the evening is still 158, and a large proportion of this number come for an entire evening's work. The morning and afternoon attendance changes considerably with the coming of each class period, but four-fifths of those who come in the evening continue their study until at least nine o'clock. Frequently as many as fifty remain until the library closes at 9:30. If the ventilation of the room were better, I think we could not accommodate the demand, for in many respects the evening is the best time in which to work at the library.

1 For the 177 nights when open.

2 For 307 days.

Reference Department

The work of this department has been unusually heavy. The usual bibliographies were prepared for the intercollegiate debates, for the literary societies and for the club women of the village. Throughout the year lists were prepared for the topics assigned in Freshman and Sophomore theme work, and the books brought together each week for easy consultation. A careful list of all sets indexed in the "Poole" and other American indexes to general periodicals was prepared to be used as a basis for a contemplated union list of such periodicals in Ohio. A list of periodicals received by this library, either by purchase or regularly by gift, was also prepared, which will probably be published during the current year.

Circulating Department

The number of books drawn for use outside the building during the year was 21,217, as compared with 18,202 the previous year. These volumes were drawn by 1,351 persons, as compared with 1,270 the previous year. In addition to the work connected with the circulation, this department also attends to the entry in our temporary slip list of all magazines and newspapers and to the listing of all duplicates. The work of the year has been unusually large.

SHELF DEPARTMENT

To this department belongs the care of the books on the shelves, including the return of all books to their proper places, and the putting away of all new books. This work presents very many problems because of the very crowded condition of our shelves. During the year, several boxes of books have been packed and stored on the first floor of the building, to give more room on the shelves. The small spaces between the upper shelves of the stack and the floor above have been filled with books less frequently consulted. All this work adds much to the difficulty of finding books promptly. The smallness of the force available has prevented the frequent reading of the shelves to find books out of place, while the large use of books in the stack by readers has increased the number of books out of place. No department of the library will appreciate the new building more than this one.

During the summer work was continued upon the uncatalogued pamphlets. Last year I reported that these had been arranged by the first letter of the name of the author. This summer the work has been continued, and the pamphlets arranged in exact author order as far as the letter N. This work has already eliminated many duplicates, and has enabled us to complete or make additions to many sets of annual reports, catalogues and the like. On account of our crowded condition, many of these pamphlets must be packed on almost inaccessible shelves for the present year, but they will go over to the new building in order, and will there be more easy of access. Already we feel the great gain which comes from this arrangement, especially in the certainty with which we can now write for numbers missing from our files. If the pressure of the work during the current year permits, we hope to push this part of the work to completion.

THE NEW BUILDING

The generous offer of Mr. Andrew Carnegie to increase his gift for a new library building by \$25,000, made possible the erection of the building, whose plans were fully described in my last report. The contract was awarded to Mr. Geo. Feick, of Sandusky, O., whose work on the Severance Chemical Laboratory and the Warner Gymnasium gives us reason to expect thorough workmanship in the Library. Work was begun early in May, and by the thirty-first of August the walls were completed to the second story, and the concrete floor of the second story was largely in place. Mr. Feick hopes to have the building enclosed before winter compels a cessation of outside work. Inside work will probably be continued all winter.

Respectfully submitted,

AZARIAH S. ROOT.

Report of the Chairman of the Deans of Women

To the President:

SIR—The most serious problem of this department continues to be the matter of suitably housing our large number of young women. We are very fortunate in having been able to add this year one residence hall under College management. The large house west of the College offices upon West College street, formerly owned by Mrs. McDaniels, having come into the possession of the College, the Prudential Committee granted the request of the Deans of Women that the experiment be tried of running it as a college hall, upon a self-supporting basis. The Boarding Halls Committee investigated the probable income and expense carefully, and believed it a safe venture. The house has been pleasantly furnished, and we have been fortunate in obtaining the services of Mrs. Mary Davidson, of Bellevue, O., as matron. Twenty-seven young women have rooms in the house, and there are board accommodations for an almost equal number of young men. The enthusiasm of the young women in the house and the rapidly growing waiting list testify to the students' appreciation of such efforts in their behalf. The house has been named Dascomb Cottage, in recognition of the many years of service of Mrs. Dascomb, as Principal of the Women's Department.

Three of the matrons of private houses, who are most widely known among the alumni, because of the homes they have made for students for many years, Mrs. H. M. McDaniels, Mrs. Ruth Miller, and Mrs. E. I. Morrison, have retired this year. I am glad to express our appreciation of their long service for the College.

In order to provide more adequate accommodations for students who need to live very economically, some years ago the Women's Board voted to open two private rooming houses near Stewart Hall, allowing the young women there to take their meals at the hall, where the dining-room capacity largely exceeds the number who can be provided with rooms. This year we have entered upon a similar policy at Lord Cottage, as the increased expense of living and therefore the inevitable rise in the price of board throughout the town, made the

demand for more reasonable places greater than ever. The general policy of forbidding rooming in one house and boarding in another is still maintained in full force, in spite of these exceptions, which experience has proven to fully justify themselves.

The health record, as in previous years, has been good. There have been few cases of serious illness, and these were not attributable to the conditions of life here. The opening of the town hospital this fall is, however, a great relief and should materially assist in checking the spread of even minor illnesses.

It is perhaps too early to predict the final results of the changes in the regulations which were made a year ago. A perceptible decrease in the attendance upon church services was to have been expected, so long as the liberty was a novelty, but the first Sundays this fall seem to indicate that the reaction has already set in. The large and enthusiastic attendance of the young women upon the President's Sunday morning Bible class, numbering several hundred, and upon the meetings of the Y. W. C. A. prove that there is no decrease in the religious earnestness of our students; and never has the spirit of mutual helpfulness been so widespread as at the present time.

What cases of discipline there have been have not seemed in any way traceable to the greater liberty allowed in granting young men and women the privilege of walking together in the early evening. We are dealing with even greater strictness than heretofore with such young women as seem unable to exercise sufficient self-control to be trusted with more freedom; and are finding most of our students glad to respond heartily to the appeal to their own honor and loyalty.

The proposed Women Students' Association, to which I referred in my last report, was not brought into being, as the young women felt that they were not ready to undertake quite so large a movement; but College and Academy Women's Boards were organized, and are proving valuable in their departments, as will be noted in the separate reports.

In spite of the many problems, for which no permanent solution can ever be found, the work of this department gives one reason for encouragement and gratitude for the loyalty and high-mindedness of the overwhelming majority of our students.

Respectfully submitted,

FLORENCE M. FITCH.

Report of the Director of the Men's Gymnasium

To the President:

SIR—The receipts and expenditures of the Gymnasium for 1906-07 were as follows:

Receipts

From term bills of men in the College, Conservatory, and Academy	\$1,025.75
From other fees.....	279.00
From rental	60.00
From interest on endowment (\$5,000)	250.00
<hr/>	
Total.....	\$1,614.75

Expenditures

Teaching (Director's salary not included)	\$1,053.01
Clerk hire	21.16
Stationery and printing.....	26.60
Janitor and assistance.....	474.11
Custodians	122.59
Fuel	402.15
Lights	136.94
Water	205.70
New apparatus.....	100.00
Supplies and repairs.....	348.75
Insurance	48.56
Telephones	18.80
Miscellaneous	7.22

Special grants—

100 new steel lockers (part payment)	200.00
Rug and desks for Director's office.....	154.20

Total	\$3,319.79
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Expenditures, 1906-07.....	Estimated \$3,135.00	Actual \$3,319.79
Income, 1906-07.....	1,375.00	1,614.75

Drawn from University funds...	\$1,760.00	\$1,705.04
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In addition to the above items a part (\$87.28) of the term bills of three seniors in the Teachers Course for the second semester was applied toward the purchase of additional apparatus. During the year the row of stall-bars was moved back nearer to the east wall of the main room, considerably increasing the available floor space; a screen was erected in front of the visitors' gallery, to keep the running track clear for its original use; and a third arc light was put in. One hundred steel lockers were purchased and set up in the east room in the basement, for the use of men on the athletic teams, greatly promoting the cleanliness of the main locker room, and the room under the front stairway into the basement was slightly altered to fit it for the storage of athletic supplies. The Director's office was made more attractive and more serviceable by the addition of a rug, new desks, and new cases for records and papers.

The men who made use of the Gymnasium in 1906-07 were distributed as follows:

	No. in College	No. using Gymnasium	In credit courses	In other classes	Not taking class work
<i>The College—</i>					
Graduates	5	4	..	1	3
Seniors	61	56	11	4	41
Juniors	56	50	13	1	36
Sophomores	65	58	32	2	24
Freshmen	108	104	68	4	32
Specials	19	10	4	1	5
	—	—	—	—	—
Total College.....	314	282	128	13	141
The Theological Seminary...	49	24	..	2	22
The Academy.....	198	182	6	145	31
Conservatory of Music.....	74	40	..	27	13
Drawing and Painting.....	3	1	..	1	..
	—	—	—	—	—
Total, all departments...	638	529	134	188	207
Members of Faculty.....	..	14	1	1	12
High School.....	..	51	..	51	..
Business College.....	..	5	..	5	..
Citizens .....	..	9	..	6	3
	—	—	—	—	—
Grand totals.....	...	608	135	251	222

These figures show that 83% of the men in all departments, and 90% of the undergraduates in the College department, made use of the Gymnasium. The corresponding percentages for 1905-06 were 83.55 and 90, and for 1904-05 they were 83 1-3 and 88.7. One hundred and twenty-eight College undergraduates, or 41.1% of the whole number, were enrolled in the credit courses, instead of the 133 (47.16%) of the year before. Two hundred and four new students received physical examinations, and 54 old students were re-examined (198 and 59 in 1905-06), besides the large number of candidates for the different varsity and Academy teams who were given partial examinations.

Mr. C. W. Savage, the new Associate Professor of Physical Training and Director of Athletics, conducted the credit courses at 11, 2, and 3 o'clock. A distinct advance was made in the case of the other classes by putting them all under the direct supervision of Mr. R. P. Jameson, who himself taught the advanced sections at 3 and 4 o'clock. The elementary sections at the same hours were taught by Mr. H. W. Spiers and Mr. K. B. Ullman, seniors in the Teachers Course in Physical Training, and Mr. Spiers was also put in charge of the evening hour (7:30). Mr. E. L. Wertheim, the third senior, conducted a small morning class at 10 o'clock.

The completion of the north end of the Gymnasium, and the laying out and equipment of an outdoor gymnasium on the six lots situated west and northwest of the present building, would very greatly increase the efficiency of the department, as previous reports have urged.

Respectfully submitted,

FRED EUGENE LEONARD.

Report of the Director of Athletics

To the President:

SIR—During the year of 1906-07, Oberlin has more than maintained her place as a real force in the intercollegiate athletic world. Dr. C. E. St. John, the chairman of our Advisory Board on Athletics, and our representative in the Ohio Athletic Conference, is again the president of that body. In this connection it may be said that the Ohio Athletic Conference is a strong and growing force for good in Ohio education. Its membership last year was increased from six to nine colleges, by the admission of Wooster University, Denison University, and Heidelberg University, and in the same year it was recognized by the Ohio Association of Presidents and Deans as the final authority on athletics in the state. Dr. St. John was also our representative at the Second Annual Meeting of the Intercollegiate Athletic Association of the United States, held at the Murray Hill Hotel, New York City, last December. While at this meeting he was elected a member of the Executive Committee of that body, and while serving in this capacity he was twice called to New York City. His work in connection with this committee is on the questions of eligibility and amateur standing of college athletes. The committee is hoping to reach some logical and sane conclusions in these vexed matters to which all the colleges and universities in the country can subscribe. At the same meeting of the Intercollegiate Association the writer was re-elected to membership in the American Intercollegiate Football Rules Committee, and in connection with this work he was twice called to New York City to assist in rules revision. It was the unanimous opinion of all members of the Rules Committee, supported by public opinion from all sections of the country, that the rules of 1906 were so highly satisfactory as to deserve another season's trial before making any considerable changes. The work of our committee was therefore comparatively light and involved only slight revision and the clearing away of conflicts and incongruities. The writer still holds his position as a member of the Sub-committee on Officials.

The "new rules" have accomplished many of the things for which they were created. Their effect on the game in general has been good

and they have been a large factor in eliminating the evils of the game which raised the storm of criticism and the demand for reform in 1905. The new style of game, however, does not insure the permanence of these more satisfactory conditions in the sport, and authorities in control of athletics in all schools and colleges must keep fully awake to this fact. Signs of reversion, due mainly to laxity and incompetency of officials, the intensity of the spirit of rivalry, and the retention of professional coaches, are not few.

The past year has proven beyond doubt the wisdom of the united action of the college authorities in Ohio taken during the year previous, when under the lead of the Ohio Athletic Conference revised eligibility rules were adopted, pertaining to all intercollegiate athletics within the state. The rule limiting the participation in athletics to undergraduates, the rule debarring freshmen, and the three-year rule have all proven particularly wise.

Our own intercollegiate relations in athletics have been entirely pleasant and satisfactory with but two slight exceptions: the first, due to inefficient or biased officiating in one of our football games and consequent yellow journalism; the second, due to a mistake and consequent confusion in the preliminary arrangements for officials in one of our basketball games away from Oberlin.

Our intercollegiate contests during the college year of 1906-07, and the scores, were as follows:

The Oberlin College football team played seven games as follows:

October 6—Oberlin 5—Cornell 25. At Ithaca, N. Y.

October 13—Oberlin 0—Kenyon 0. At Oberlin.

October 24—Oberlin 0—O. W. U. 0. At Delaware.

November 3—Oberlin 0—O. S. U. 6. At Oberlin.

November 10—Oberlin 0—Wooster 13. At Wooster.

November 17—Oberlin 0—W. R. U. 0. At Oberlin.

November 24—Oberlin 5—Case 0. At Oberlin.

The Oberlin College basketball team played twelve games as follows:

January 2—Oberlin 28—Yale 34. At Oberlin.

January 12—Oberlin 53—Hiram 10. At Oberlin.

January 18—Oberlin 19—O. S. U. 15. At Columbus.

January 19—Oberlin 15—O. W. U. 24. At Delaware.

February 2—Oberlin 28—Wooster 22. At Oberlin.

February 9—Oberlin 21—O. W. U. 19. At Oberlin.

February 14—Oberlin 35—Army 22. At West Point, N. Y.
 February 15—Oberlin 7—Williams 9. At Williamstown, Mass.
 February 16—Oberlin 16—Allegheny 32. At Meadville, Pa.
 February 23—Oberlin 30—W. R. U. 14. At Oberlin.
 March 2—Oberlin 23—Allegheny 24. At Oberlin.
 March 9—Oberlin 21—Wooster 18. At Wooster.

The Oberlin College baseball team played eleven games as follows:

April 20—Oberlin 6—Buchtel 5. At Oberlin.
 April 27—Oberlin 11—W. R. U. 3. At Cleveland.
 May 1—Oberlin 0—Michigan 6. At Ann Arbor, Mich.
 May 8—Oberlin 0—Michigan 10. At Oberlin.
 May 11—Oberlin 2—O. S. U. 4. At Oberlin.
 May 15—Oberlin 0—Notre Dame 5. At Notre Dame, Ind.
 May 16—Oberlin 6—Chicago 7. At Chicago, Ill.
 May 17—Oberlin 1—Albion 2. At Albion, Mich.
 May 27—Oberlin 3—O. S. U. 4. At Columbus.
 June 8—Oberlin 6—Wooster 7. At Oberlin.
 June 15—Oberlin 0—Case 2. At Oberlin.

The Oberlin College track team participated in one indoor meet during the month of March, and in three out-of-door meets. These meets were as follows:

March 16—Indoor Meet, at Delaware. Oberlin 35 points, O. W. U. 58 points.

May 18—Dual Meet, at Oberlin. Oberlin 43 points, W. R. U. 74 points.

May 22—Dual Meet, at Oberlin. Oberlin 63 points, O. W. U. 54 points.

May 31—Ohio Intercollegiate Athletic Association Meet, at Cleveland. First place in the meet was won by O. S. U.

Our own athletic life was sane and clean, and as satisfactory as could be expected under the existing system with present conditions and with such facilities as are available. In spite of the lack of many facilities and in the face of most unfavorable weather conditions, especially during the spring season, considerably more than one hundred men, probably one hundred and fifty, or about one-half of our college men, participated in outdoor sports of one form or another. It is to be hoped that the time is near when abundant and attractive

facilities will be afforded for each man in the institution, so that every man may have a share in the valuable training furnished by athletics. At the present time, the men who need this training most, derive little or no benefit from it, while those who need it the least, are practically the sole beneficiaries in all branches of sport.

That the students feel the lack of opportunity, and realize the weakness of the present state of affairs is shown by their voluntary petition to the faculty and trustees made last June, that an additional fee of \$1.50 per semester be added to the term bills of all students of the college and conservatory departments, the additional sum thus secured to be apportioned to the athletic departments in the annual college budget. As the students in return would receive season tickets to all intercollegiate sports, excepting basketball, the bulk of this fund would necessarily have to take the place of the present gate receipts, and go to the maintenance of intercollegiate athletics. The remainder could be wisely apportioned to the two associations, to be expended in the care, equipment, and betterment of their athletic facilities. It is known that a similar plan has been in force for some time in other colleges. It is certain that radical action of some sort is a necessity, in the near future, as a reliable income is sorely needed, the gate receipts from intercollegiate sports proving very inadequate, and the Association debt steadily increasing under present conditions.

Could such a financial system as the above be inaugurated, or better, could a permanent endowment for the department of athletics be procured, I believe it would be a most important step in the direction of more general intra-collegiate and less of inter-collegiate athletics, removing, as it would, the necessity of long schedules for the sake of money-making. It would then be possible to hold a preliminary season in each sport in which all athletes would compete with their classmates in their class series. The coaching, if any, could be given to all men and all teams alike. At the end of such preliminary work, the best men for the several competing teams could be picked for a varsity team for a short season of three or four intercollegiate contests. Of necessity, such contests should be had with only such institutions as would adopt a similar system.

To be sure such a system would give us less scientific exhibitions of the sports but it would add such zest to our class contests as could scarcely be imagined. To my mind it would also prove strongly remedial to all evils which have been manifesting themselves in the inter-

collegiate sports of our colleges and which have raised the hue and cry for reform. It cannot be questioned that under such a system a far greater number of men would be really interested and actually participating in the several sports, and that largely, if not entirely for the enjoyment and the benefit derived. This in itself would prove ample justification for the adoption of such a plan. It seems to me further that the colleges which have taken the position that participation in athletic sports is a real and valuable part of a man's college education, must, if consistent, work toward some such a system as roughly outlined above, otherwise their position is illogical.

It is so short a time since I entered upon this new field of work that these conclusions may seem both hasty and unwise. It is, however, evident that other men are thinking along this line, as manifested by an article on "College Athletics" in *The Outlook* for October 5, 1907, by Mr. Roger Alden Derby, a member of the Harvard football team of 1903-04. Mr. Derby's scheme for rational college sport is practically identical with that which I have outlined above.

The immediate and crying needs of the department of athletics are: first, a special fund of \$1500 to wipe out the debt of the old order of things and enable the present management to start with a clean slate; second, a special appropriation by the trustees, or a special fund, of \$650 to pay for the new field lying between and connecting Dill Field and Athletic Park, which was purchased last year by the Athletic Association in order to hold it. The money for this purchase was loaned from the college treasury and the association has to carry the loan. The field is at present sub-let to the Academy association. It is manifestly unfortunate that the Academy should have to pay for such privilege; third, and most important, provision should be made in some way by the trustees, best by a permanent endowment, for a regular annual income, which could be devoted to the extension, equipment, care, and maintenance of a first-class athletic plant. Such a plant would comprise, first, field-equipment, not only for present sports, but for several additional ones; secondly, the erection of suitable stands and of a comfortable field-house, probably in connection with one of the stands, with baths and locker rooms; thirdly, a small dwelling-house on the grounds for a ground-keeper and his family, and a stable for a horse and tools. Under the present conditions of vandalism and theft, it would not be wise to enlarge considerably and to better our plant without putting a care-taker in charge. Such

a man should devote his entire time, during the open weather, to the care of the property. During the winter his services would be needed for the care of a rink where hockey and other ice games could be played.

As the first step toward the attainment of this new athletic plant, it seems to me that the completion of the running track would be most timely, as we are now nearing the completion of the Chapel and Library, from which there should be considerable stone and debris that could be utilized in the track foundation. New stands for Dill Field are imperative. The old bleachers are now so dilapidated as to be almost beyond repair. Twenty-five hundred dollars to three thousand dollars is a conservative estimate for these two improvements.

The financial showing made by the athletic teams during the year 1906-07 was the most unfavorable in recent years, as will be seen from the following table:

Football season 1906, deficit.....	\$191.34
Baseball season 1907, deficit.....	232.45
Track team 1907, deficit.....	259.71
Basketball season 1907, surplus.....	39.04

A benefit performance was again undertaken by the Athletic Association to help to meet its expenses, consisting of two open-air Shakespeare plays given by the Ben Greet Company on Thursday, June 20, 1907. The net proceeds from these plays were \$193.07.

The outstanding indebtedness August 31, 1906, was \$953.82. The net deficit for the year 1906-07 was \$594.30, leaving the net indebtedness August 31, 1907, \$1,548.12.

In explanation of this poor financial showing it should be said there was little interest or support for football in the fall of 1906, because of the supposed impossibility of our having a good team under the conditions caused by the inauguration of the "non-freshman" and "three-year" rules. The large losses of the spring sports were due almost entirely to the extraordinary inclemency of the weather.

The second year of trial for the new financial arrangement for Academy athletics has shown beyond a doubt the wisdom of this plan. Never before were Academy athletics conducted on so satisfactory a basis. It may well be considered whether the fee paid by Academy men could not wisely be slightly increased in order to afford more and

better opportunity for sports to all academy men. The Academy should certainly be relieved in some way of the burden of carrying the loan on the new baseball field.

Last year our teams were coached as follows: All Academy teams by Mr. Joseph R. Ellis; the Varsity football team by Mr. Harvey R. Snyder, a law student of Harvard University and the highest type of professional coach; the track team by Mr. H. Waldo Spiers, a member of last year's graduating class; the basketball and baseball teams by myself.

The year 1906-07 marked the last year of service of Mr. Geo. M. Jones as Graduate Manager of the Athletic Association, a service of nine years of remarkable efficiency and of inestimable value, not only to the Association but to the entire institution and to the alumni. It is a pleasure to state that we do not entirely lose the services of Mr. Jones, as he has now assumed the duties of Graduate Treasurer, succeeding Dr. George C. Jameson.

As I assume the work of Graduate Manager, I am coming to realize how great the need has been for some one to assume the direct control of the expenditure of the funds of the Association. There has therefore been put in force an order system for all purchases, and this in connection with the voucher system already established will undoubtedly effect a large economy. In the care of the supplies and equipment purchased it is hoped that a substantial yearly saving can be made. A large and convenient room in the basement of Warner Gymnasium has been turned over to the Athletic Association for a stock room and the care of all property is therefore greatly facilitated. In these and in many other less important ways it is to be hoped that personal and continued supervision will bring about not only a more economical, but also a more generally satisfactory and effective condition in athletic life and affairs.

Respectfully submitted,

CHARLES WINFRED SAVAGE.

Report of the Director of the Women's Gymnasium

To the President:

SIR—The receipts and expenditures of the Gymnasium for 1906-07 were as follows:

Building Account

Remodeling of Building.....	\$6,549.32
Paid on Pledges.....	\$900.00
Charged off from Gymnasium fees.....	314.94 1,214.94
	<hr/>
Deficit.....	\$5,334.33

Receipts

From University Fund.....	\$ 800.00
From term bills in the College.....	893.25
From term bills in the Conservatory.....	628.00
From term bills in the Academy.....	241.50
From rental	63.35
From chart fees.....	67.25
From extra instruction.....	12.00
From sale of supplies, etc.....	7.07
	<hr/>
Total.....	\$2,712.42

Expenditures

Apparatus, supplies, and repairs.....	\$ 581.92
Heat	488.27
Fuel for bath furnace.....	62.50
Light	47.23
Electric lamps and labor.....	113.30
Water	36.05
Janitor	263.37
Telephone	15.00
Gong system.....	56.59

Stationery, printing and postage.....	37.92
Charts	21.25
Music	29.65
Clerical work and teaching.....	56.50
Salary	400.00
Express, freight and drayage.....	15.40
Plumbing	22.53
Charged off Heating Equipment.....	150.00
Charged off to Building Account.....	314.94
<hr/>	
Total.....	\$2,712.42

TEACHERS COURSE IN PHYSICAL TRAINING

The receipts and expenditures of the Teachers Course in Physical Training were as follows:

Receipts

From term bills of seniors.....	\$ 675.00
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Expenditures

Teaching	\$ 276.80
Books and periodicals.....	64.00
Postage and express.....	2.65
Music	12.35
Library table	39.00
Bookcase	37.00
Blackboard	10.45
Mirror	45.60
Cupboards	40.00
Use of Golf Grounds.....	10.00
Apparatus	137.15
<hr/>	
Total.....	\$ 675.00

Credit balance from Two Years' Course.....	862.93
Paid for apparatus.....	612.24

The following statement of the women who made use of the Gymnasium during the year 1906-07 does not include those who played basket ball, nor those not in classes who made use of the baths:

The College

	No. in College	In credit courses	In other classes
Graduates	18	1	..
Seniors	87	25	1
Juniors	88	32	5
Sophomores	105	38	8
Freshmen	142	65	22
Specials	45	10	1
	----	----	---
Total College.....	485	171	37
The Academy.....	160	..	120
Conservatory of Music.....	480	..	140
Art Department.....	22	..	4
Public Schools.....	..	..	7
Kindergarten .....	..	..	16
Private pupils.....	..	..	1
	-----	-----	-----
Grand totals.....	1147	171	325

Of the one thousand one hundred and forty-seven women in attendance during the college year, four hundred and seventy-two were enrolled in Gymnasium classes.

Three hundred and eight new students received physical examinations, and seventy old students were re-examined. The figures of the previous year were two hundred and forty-one, and ninety-seven. About one hundred young women were examined for basket ball.

The number of students in the Teachers' Course in Physical Training was distributed as follows:

Seniors	10
Juniors	13
Sophomores	12
Freshmen	15

Total.....	50

The total enrolment for the three preceding years was as follows :

1903-04	39
1904-05	48
1905-06	54

The ten graduates of 1907 have good positions, and several of the graduates of other years have secured more advanced work. There is still a demand for more teachers than can be supplied.

The delay at the beginning of the year in completing the repairs made work unsatisfactory and trying, but the remodeled building has since completion proved in the using all that it promised. The floor work is better; there is now no crowding in the dressing and bath rooms; there are more women using the Gymnasium; and the rooms are well adapted and have been used for a variety of social occasions. The young women have repeatedly expressed their pleasure in appreciation of the improved quarters and the new apparatus.

During the year several lots in the center of the square that borders the Campus on the west have been purchased as a beginning for the Women's Recreation Field. These have been cleared, graded, and seeded for a hockey field. The space is not large enough to meet the requirements of such a field, but we shall make the best of it until more land is available.

Miss Frances Jones, who was assistant in the Gymnasium for the past two years, resigned her position to become Director of Physical Training at Shephardson College. Miss Edith Summerbell, who was elected to fill her place, is a graduate of the Teachers course in Physical Training (1907).

Miss Mary I. Dick (1903 Oberlin College), who rendered such valuable assistance in the Director's office last year, was given a regular appointment for the coming year.

Miss Monroe attended the American Physical Education Association, held at Springfield, Mass., December 26, 27, 28 and 29. She taught gymnastic dancing, and indoor games and outdoor sports during the summer session at Columbia University.

The Director attended the first Biennial Convention of the Young Women's Christian Association, held in New York City, December 5 and 6, and the American Physical Education Association, held at

Springfield, Mass., December 26, 27, 28 and 29. She was present at the City Summer Conference of the Young Women's Christian Association at Silver Bay, N. Y., from July 2 to 12. While there she gave a short address on "The Need of Better General Organization and Supervision of Physical Training in Young Women's Christian Associations."

Respectfully submitted,

DELPHINE HANNA.

Report of the Superintendent of Buildings and Grounds

To the President:

SIR—I returned from a very pleasant midwinter vacation spent in Berlin and in travel in southern Germany in time for the preparation for work on the two new buildings—the Carnegie Library and the Finney Memorial Chapel. The very backward spring delayed somewhat the progress of this work at the beginning, though a fair showing has been made since. There is some doubt, however, whether both buildings can be gotten under roof before winter weather sets in. The architects of both buildings are well pleased with the quality of the work so far.

Extensive alterations were made in the chapel of Council Hall. A new inclined floor and new carpet were laid, new combination fixtures put up and the room was redecorated by Weber, Lind & Hall, of Cleveland. The cost was \$951.23.

The Andrews property on Elm street and the Burrell property on East College street were given in exchange for the McDaniels property next to the College offices on West College street. This house has been named Dascomb Cottage and is to be used as a women's dormitory, accommodating about 27 women. Some changes, necessitating the removal of partitions, were made in the kitchen, a bath room was provided on the third floor and most of the rooms were repapered and varnished. New furnishings were purchased for the entire house. The cost of the changes and papering was \$218.17.

Lavatories have been provided in the basement of Talcott Hall, Baldwin and Lord Cottages, for the use of the men boarding at these places. Cost, \$425.20.

By the removal of several partitions in the old part of the Women's Gymnasium the space for lockers has been greatly increased.

Extensive redecoration of the walls of French and Society Halls was done during the summer, costing \$68.57, and new recitation settees were provided in three of the rooms at a cost of \$275.30.

The southwest basement room of Peters Hall has been fitted up as a laboratory for the class in Physics and one of the rooms on the fourth floor, formerly used by this class, is now used as an additional laboratory by the class in Psychology. What was the gallery of Bradley Auditorium in Peters Hall was partitioned off from the rest of the room, a new floor laid and tables provided for a third laboratory for the latter class.

The great increase in the classes in chemistry necessitated the removal of the class in Mechanical Drawing, which had been using part of the north laboratory in Severance Chemical Laboratory, to some other building. A rearrangement of the museum in Bradley Auditorium permitted the use of part of that room, and drawing tables have been provided there.

Some changes in the apparatus, the provision of a number of new steel lockers and the erection of a wire screen in front of the visitors' gallery are improvements made at Warner Gymnasium. Earth taken from the streets where paving is in progress is being used to fill and level the low places in the field adjoining this building, which will be used to supplement the gymnasium work. Such portions of the women's Recreation Field as have been purchased have been fenced in, graded and seeded. The low parts at the northwest corner of the Campus will also be filled with earth from Professor street.

A much needed improvement has been made at Stewart Hall in the enlargement of the kitchen, costing \$154.70.

The Williams House on West College street underwent extensive repairs and improvements during the winter, consisting of new hardwood floors on the lower floor, new bath room fixtures, and the repapering and painting of the interior and exterior.

Since my last report the College has acquired, in addition to Dascomb Cottage, the Ellis property on Forest street and the Reamer property on South Professor street. A new bath room and new furnace were put in the former at a cost of \$282.17. Quite extensive changes have been made in the Reamer House. The removal of several partitions has made one large room across the front of the house in which a new hardwood floor was laid and a brick fireplace built. The narrow and steep enclosed stairway to the second floor was replaced with an open stairway of oak. An extension at the rear of the house provides an additional bed room on the first floor. These, with other minor changes, make of this a very pleasant house.

A steam furnace, used formerly in the old chapel building, has been used to replace the old hot-air furnace in the Allen House. Cost, \$381.41.

Lord Cottage was repainted at a cost of \$200.

The work of removing more of the underbrush from the Arboretum is now in progress.

Upon the completion of the two new buildings the College grounds surrounding the Campus could be greatly improved by the judicious planting of trees and shrubs. I would recommend that an appropriation be made so that at least a beginning can be made in this direction.

Respectfully submitted,

C. P. DOOLITTLE.

Statistics of Instruction and Attendance

Year of 1906-07

Statistics of Instruction and Attendance

Year of 1906-07

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1905-06.

In science courses the hours of instruction spent by the teacher in Laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular instruction.

I. THE COLLEGE OF ARTS AND SCIENCES

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Anatomy				
Professor LEONARD				
Human Anatomy (credit: 3 hours) ..	I	2	4	15
Astronomy				
Professor ST. JOHN				
Assistant MALLORY				
1. General Astronomy (credit: 3 hours)	I	L 4 R 2	4	5
2. General Astronomy (credit: 3 ' hours)	II	L 3 R 3	3	4
Bible				
President KING				
Professor BOSWORTH				
Professor FITCH				
3. Epistles of Paul.....	I	4	117	170
6. Old Testament Prophecy II.....	II	2	12	57
9. Senior Bible.....	I	2	60	95
10. Senior Bible.....	II	2	58	90

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
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Bibliography

Professor Root

2. Use of libraries.....	II	2	34	33
3. History of the Printed book.....	I	2	3	11
4. The illustration of books.....	II	2	6	31

Botany

Professor GROVER

Assistant Miss STARR

1. Elementary Botany (credit: 4 hours)	II	L 19 R 2	14	25
2. Elementary Botany (credit: 4 hours)	II	L 14 R 2	11	21
3. Organic evolution.....	I	3	17	10
4. General Ecology (credit: 4 hours)	II	L 9 R 2	4	9
5. Methods in Histology (credit: 3 hours)	I	L 7 R 1	1	2
6. Dendrology (credit: 2 hours) ..	II	L 13 R 2	18	36
8. Classification of Ferns.....	II	L 4	0	3
9. Classification of Algæ.....	I	L 6	2	2
10. Classification of Algæ.....	II	L 4	2	0
11. Histology of Ferns.....	I	L 2	1	0

Chemistry

Professor JEWETT

Instructor CHAPIN

Assistant MORROW

1. (a) Inorganic Chemistry (credit: 5 hours. 2 sec.).....	I	L 12 R 3	54	85
1. (b) Inorganic Chemistry (credit: 4 hours).....	I	L 6 R 2	14	17
2. Qualitative Analysis (credit: 5 hours)	II	L 50 L 2	53	16
3. Quantitative Analysis (credit: 5 hours)	I	L 10	19	2
4. Quantitative Analysis (credit: 5 hours)	II	L 5	6	0
6. Electro-chemistry (credit: 3 hours)	II	L 6	8	0

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
Chemistry (Continued)					
7.	Assaying (credit: 1 hour).....	I	L 6	6	0
8.	Organic Chemistry (credit: 5 hours)	II	L 5 R 3	14	0
Christian Evidences					
Professor WRIGHT					
	Christian Evidences	II	3	16	21
Classical Archaeology					
Professor COLE					
10.	Monuments of Ancient Rome...	II	2	4	46
Economics and Sociology					
Associate Professor WOLFE					
1.	Elementary Principles of Eco- nomics	I	3	43	40
2.	Elementary Economics.....	II	3	35	25
3.	Money and Banking.....	I	2	24	2
5.	Economic History of U. S.....	I	2	19	3
6.	Modern Industrial Organization	II	3	14	14
12.	Socialism and Social reform...	II	3	9	7
13.	Sociology	I	3	27	20
14.	Advanced Sociology.....	II	3	19	16
16.	Economic Seminar.....	II	2	4	2
English Composition					
Instructor HUSTON					
1.	Freshman Composition (6 sec.)..	I	12	113	164
2.	Freshman Composition (6 sec.)..	II	12	110	148
7.	Principles of Style.....	I	1	3	8
8.	Course for Teachers.....	II	1	3	11
Instructor PENNOCK					
3.	Sophomore Composition (4 sec.).	I	8	72	117
4.	Sophomore Composition (4 sec.).	II	8	70	106
5.	Advanced Composition.....	I	1	3	13
6.	Advanced Composition.....	II	1	4	13
English Literature					
Instructor PENNOCK					
1.	History of English Literature..	I	2	14	41
2.	History of English Literature..	II	2	23	51

STATISTICS OF INSTRUCTION AND ATTENDANCE—(*Continued*)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
English Literature (Continued)					
23.	American Literature.....	I	2	6	18
24.	American Literature.....	II	2	5	18
Tutor ELLIS					
1.	History of English Literature (2 sec.)	I	4	16	61
2.	History of English Literature (2 sec.)	II	4	28	94
Professor WAGER					
3.	Old English Literature.....	I	3	0	10
4.	Old English Literature.....	II	3	0	9
7.	Theory of Poetry.....	I	2	6	23
8.	Theory of Poetry.....	II	2	5	20
9.	Shakespeare	I	3	25	63
10.	Shakespeare	II	3	23	67
13.	Victorian Prose.....	I	3	11	35
14.	Victorian Poetry.....	II	3	11	38
21.	English Seminar—Milton.....	I	2	1	7
22.	English Seminar—Milton.....	II	2	1	7
French					
Professor WIGHTMAN					
1.	Beginning French.....	I	4	6	20
2.	Beginning French.....	II	4	6	12
3.	Grammar and Reading.....	I	3	10	20
4.	Grammar and Reading.....	II	3	6	16
9.	Prose of the 19th Century.....	I	3	4	15
10.	Prose of the 19th Century.....	II	3	3	13
19.	History of French Literature...	I	2	2	2
20.	History of French Literature...	II	2	2	3
Associate Professor COWDERY					
1.	Beginning French (2 sec.).....	I	8	19	31
2.	Beginning French (2 sec.).....	II	8	19	37
3.	Grammar and Reading.....	I	3	11	36
4.	Grammar and Reading.....	II	3	12	30
5.	Composition	I	1	4	17
6.	Composition	II	1	1	19
7.	Conversation	I	2	3	17
8.	Conversation	II	2	6	13

STATISTICS OF INSTRUCTION AND ATTENDANCE—(*Continued*)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
French (Continued)					
15. Poetry of 17th and 18th Century	I		2	1	8
16. Poetry of 19th Century.....	II		2	1	4
17. Advanced Grammar and Compo- sition	I		1	3	3
18. Advanced Grammar and Compo- sition	II		1	4	6
Instructor JAMESON					
1. Beginning French (3 sec.).....	I		12	36	52
2. Beginning French (3 sec.).....	II		12	33	51
5. French Composition.....	I		1	3	3
6. French Composition.....	II		1	2	6
Geology					
Instructor BRANSON					
1. General Geology (credit: 5 hours)	I	L	2		
		R	5	9	5
3. Physiographic Geology.....	I		3	1	1
		L	5		
4. Paleontology (credit: 3 hours).	II	R	3	4	0
8. Economic Geology (credit: 3 hours)	II	L	2		
		R	3	2	2
10. Continental Evolution (credit: 2 hours)	II	L	5		
		R	2	4	0
Professor WRIGHT					
6. Quaternary Geology	II		3	28	30
German					
Professor ABBOTT					
1. Beginning German (2 sec.)	I		8	24	27
2. Beginning German (2 sec.).....	II		8	19	21
5. Third year German.....	I		4	10	19
6. Third year German.....	II		4	4	15
9. Rapid Reading.....	I		2	5	10
10. Rapid Reading.....	II		2	4	10
Professor MOSIER					
3. Second Year (1 sec.).....	I		4	12	23
4. Second Year (2 sec.).....	II		8	16	34
13. Schiller	I		3	2	12

STATISTICS OF INSTRUCTION AND ATTENDANCE—(*Continued*)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
German (Continued)					
12.	Schiller	II	3	2	10
15.	History of German Literature..	I	3	1	6
16.	History of German Literature..	II	3	0	3
Teacher, FRAULEIN GREBE					
3.	Second Year.....	I	4	6	12
Instructor MYERS					
1.	Beginning German.....	I	4	8	13
2.	Beginning German.....	II	4	6	14
3.	Second Year (2 sec.).....	I	8	31	41
4.	Second Year (2 sec.).....	II	8	20	37
5.	Third Year German.....	I	4	8	31
6.	Third Year German.....	II	4	7	19
Greek					
Instructor LORD					
1.	Elementary Greek (credit: 5 hours)	I	4	7	20
2.	Elementary Greek (credit: 5 hours)	II	4	7	19
3.	Freshman Greek (credit: 3 or 4 hours)	I	3	4	3
		I	4	13	9
4.	Freshman Greek.....	II	4	13	12
Hebrew					
Professor FULLERTON					
1.	Hebrew a.....	I	5	4	0
2.	Hebrew a.....	II	5	4	0
History					
Professor HALL					
13.	The Birth of the Nation.....	I	3	22	25
14.	The Birth of the Nation.....	II	3	38	35
25.	Modern England.....	I	3	20	29
26.	Modern England.....	II	3	19	36
27.	Beginnings of English Institu- tions	I	2	14	15

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
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History (Continued)

28. Beginnings of English Institutions	II	2	12	17
29. Current Events (credit: 2 hours)	I	3	8	9
30. Current Events (credit: 2 hours)	II	3	7	5

Professor MILLER

9. History of Rome.....	I	2	8	19
10. History of Rome.....	II	2	7	13

Latin

Professor COLE

1. Freshman Latin.....	I	4	8	29
2. Freshman Latin.....	II	4	8	31
5. Suetonius and Vergil.....	I	3	0	22
6. Vergil and Plautus.....	II	3	2	23
9. Latin Writing.....	I	2	5	39
13. Latin Poetry.....	I	2	9	25
14. Latin Poetry.....	II	2	7	29
21. Teachers' Training Course.....	I	2	3	25
22. Teachers' Training Course.....	II	2	2	27
Prose (extra course).....	I	1	1	21

Instructor LORD

1. Freshman Latin (2 sec.).....	I	8	19	42
2. Freshman Latin (2 sec.).....	II	8	19	39
13. Latin Poetry.....	I	2	0	21
14. Latin Poetry.....	II	2	1	21

Mathematics

Professor ANDEREGG

1. Freshman Mathematics.....	I	3	15	23
2. Freshman Mathematics.....	II	3	16	20
9. Advanced Analytic Geometry...	I	2	8	3
10. Advanced Analytic Geometry...	II	2	4	3
11. Calculus	I	3	12	7
12. Calculus	II	3	8	6
17. Analytic Mechanics.....	I	3	4	1
18. Analytic Mechanics.....	II	3	2	1

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
Mathematics (Continued)					
19.	Modern American Geometry....	I	3	2	1
20.	Modern American Geometry....	II	1	1	1
Instructor ARMSTRONG					
1.	Freshman Mathematics (3 sec.)	I	9	55	59
2.	Freshman Mathematics (3 sec.)	II	9	38	45
3.	Plane Surveying (credit: 2 hours)	I	L 13 R 2	31	2
4.	Plane Surveying (credit: 2 hours)	II	L 13 R 2	19	1
7.	College Algebra.....	I	3	2	8
8.	College Algebra.....	II	3	2	4
Instructor LUCKEY					
1.	Freshman Mathematics (2 sec.)	I	6	31	42
2.	Freshman Mathematics (2 sec.)	II	6	32	38
Tutor HILL					
1.	Freshman Mathematics.....	I	3	10	14
2.	Freshman Mathematics.....	II	3	8	7
Mineralogy					
Professor JEWETT.					
	Mineralogy (credit: 5 hours) ...	II	L 5 R 3	7	0
Musical History					
Professor DICKINSON					
3.	History and Criticism of Music (credit: 3 hours) (2 sec.) ...	I	8	4	17
4.	History and Criticism of Music (credit: 3 hours) (2 sec.) ...	II	8	4	8
5.	Modern Composers.....	I	3	9	21
6.	Modern Composers.....	II	3	15	34
7.	Advanced History (credit: 3 hours)	I	2	0	0
8.	Advanced History (credit: 3 hours)	II	2	1	0

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
Oratory					
Professor CASKEY					
1.	General Course (2 sec.)	I	6	28	25
2.	General Course (2 sec.)	II	6	38	12
3.	Argumentation and Debate	I	2	5	2
4.	Argumentation and Debate	II	2	4	0
5.	Literary Interpretations	I	2	5	6
6.	Dramatic Reading	II	2	9	13
Pedagogy					
Professor MILLER					
1.	History of Education	I	3	9	27
2.	Educational Psychology	II	3	8	31
3.	Comparative School Systems	I	2	6	17
4.	Organization and Administration of schools	II	2	7	21
Philosophy					
Professor McLENNAN					
1.	Logic	I	2	9	7
2.	Ethics	II	2	32	44
3.	Psychology	I	3	55	95
4.	History of Philosophy	II	3	40	76
5.	Experimental Psychology (credit: 2 hours)	I	L 4	4	5
6.	Experimental Psychology (credit: 2 hours)	II	L 4	4	4
11.	Masterpieces of Philosophy	I	3	7	16
12.	Masterpieces of Philosophy	II	3	7	13
16.	Evolution of Religion	II	3	10	15
President KING					
9.	Microcosmus	I	5	13	7
10.	Microcosmus	II	5	11	6
Physical Training					
Dr. HANNA and Miss MONROE					
1.	Elementary (women) (2 sec.)	I	L 6	0	85
2.	Elementary (women) (2 sec.)	II	L 6	0	56
3.	Advanced (women)	I	L 3	0	45
4.	Advanced (women)	II	L 3	0	34

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE		Semester	Teaching Hours per week	Men	Women
Physical Training (Continued)					
Professor SAVAGE					
1.	Elementary (men) (2 sec.)	I	L 6	90	0
2.	Elementary (men) (2 sec.)	II	L 6	74	0
3.	Advanced (men)	I	L 3	38	0
4.	Advanced (men)	II	L 3	30	0
Physics					
Professor ST. JOHN					
Instructor LUCKY					
Assistant Mr. MALLORY					
1.	Mechanics, Sound and Heat (credit: 5 hours)	I	L 18 R 3	42	5
2.	Electricity, Magnetism and Light (credit: 5 hours)	II	L 18 R 3	39	4
3.	Electricity and Magnetism (Ad- vanced) (credit: 4 hours)	I	L 12 R 2	10	0
4.	Electricity and Magnetism (Ad- vanced) (credit: 4 hours)	II	L 12 R 2	8	0
5.	Light and Heat (Advanced) (credit: 4 hours)	I	L 6 R 2	4	0
6.	Light and Heat (Advanced) (credit: 4 hours)	II	L 6 R 2	3	0
Physiology					
Professor LEONARD					
	Physiology and Hygiene	II	5	19	29
Political Science					
Professor HALL					
1.	Government in American Col- onies	I	3	10	0
Associate Professor WOLFE					
5.	Municipal Government	I	2	22	2
Spanish					
Professor WIGHTMAN					
1.	Grammar and Reader	I	4	1	5
2.	Spanish Prose of the 19th Cen- tury	II	4	1	5

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Zoology				
Associate Professor JONES				
Instructor BRANSON				
1. Elementary Zoology (credit: 4 hours)	I	L 18 R 3	43	24
2. Elementary Zoology (credit: 4 hours)	II	L 18 R 3	36	22
3. Comparative Anatomy of Vertebrates (credit: 5 hours)	I	L 12 R 3	3	2
4. Vertebrate Histology (credit: 5 hours)	II	L 16 R 3	2	1
6. Ornithology (credit: 2 hours) ..	II	L 16 R 2	29	69
7. Advanced Ornithology (credit: 2 hours)	I	2	0	0
9. Embryology (credit: 5 hours) ..	I		0	0
Teachers Course in Physical Training				
Professor LEONARD				
Fencing	I	L 2	5	10
Theory of Physical Training	I	3	5	14
History of Physical Training	I	2	4	7
History of Physical Training	II	2	4	7
Physical Examination	II	1	4	0
Practical Gymnastics	II	L 1	0	9
Professor HANNA				
Applied Anatomy	I	1	0	10
Physical Examination and Diagnosis ..	I	2	0	9
Applied Anatomy	II	1	0	11
Medical Gymnastics	II	3	0	8
Instructor Dr. RUNYON				
Emergencies	I	1	0	9
Human Anatomy	II	1	0	10
Professor SAVAGE				
Theory of Games	II	2	4	0
Physical Training (Special)	II	1	4	0
Miss MONROE and Miss JONES				
Physical Training (Advanced)	I	L 3	0	45
Practical Work in Teaching (Senior) ..	I	L 6	0	9
Practical Work in Teaching (Junior) ..	I	L 7	0	14
Play and Games	II	2	0	11

II. THE ACADEMY

STATISTICS OF INSTRUCTION AND ATTENDANCE—(*Continued*)

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Bible				
Professor PECK				
Senior	Fall	1	30	30
Senior	Winter	1	26	32
Senior	Spring	1	26	32
Tutor WIRKLER				
Middle	Fall	1	58	42
Middle	Winter	1	60	37
Middle	Spring	1	55	34
Associate Professor SHAW				
Junior Middle.....	Fall	1	37	22
Junior Middle.....	Winter	1	39	24
Junior Middle.....	Spring	1	35	22
Tutor MOORE				
Junior	Fall	1	27	16
Junior	Winter	1	32	15
Junior	Spring	1	30	12
Botany				
Tutor SACKETT				
Beginning (credit: 4 hours)	Fall	L 7	6	12
		R 1		
Beginning (credit: 4 hours)	Winter	L 7	5	9
		R 1		
Beginning (credit: 4 hours)	Spring	L 7	4	9
		R 1		
Dendrology (credit: 2 hours)	Spring	L 3	4	4
		R 1		

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Term	Teaching Hours per w.e.k	Men	Women
Declamation				
Instructor ELLIS				
Declamation	Fall	1	11	2
Declamation	Winter	1	11	3
Declamation	Spring	1	10	4
Declamation	Fall	2	4	1
Declamation	Winter	2	3	3
Declamation	Spring	2	3	3
English				
Instructor Miss THOMPSON				
English I (2 sec.)	Fall	10	16	26
English II (2 sec.)	Winter	10	18	19
English III (2 sec.)	Spring	10	17	19
English Grammar	Fall	5	12	5
English Grammar	Winter	5	15	7
English Grammar	Spring	5	15	4
Instructor Miss WESTLAKE				
English IVb (3 sec.)	Fall	6	39	24
English Vb (3 sec.)	Winter	6	41	24
English VIb (3 sec.)	Spring	6	36	21
English XIX (2 sec.)	Fall	4	32	27
English XX (2 sec.)	Winter	4	26	24
English XXI (2 sec.)	Spring	4	20	25
English XIII	Fall	3	3	4
English XIV	Winter	3	6	6
English XV	Spring	3	8	15
Instructor Mrs. FARGO				
English IVa	Fall	3	8	0
English Va	Winter	3	12	0
English VIa	Spring	3	9	0
English X (2 sec.)	Fall	4	30	29
English XI (2 sec.)	Winter	4	28	27
English XII (2 sec.)	Spring	4	23	23
Tutor CHAMBERLAIN				
English IVa (3 sec.)	Fall	9	32	27
English Va (3 sec.)	Winter	9	34	28
English VIa (3 sec.)	Spring	9	32	24

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
English (Continued)				
English VII (3 sec.)	Fall	6	53	38
English VIII (4 sec.)	Winter	8	51	45
English IX (4 sec.)	Spring	8	52	46
English XVI	Fall	5	3	38
English XVII	Winter	5	6	33
English XVIII	Spring	5	7	33
French				
Tutor Mrs. COWDERY				
French I (2 sec.)	Fall	10	9	25
French I	Winter	5	4	8
French II (2 sec.)	Winter	10	7	18
French II	Spring	5	4	4
French III (2 sec.)	Spring	10	6	14
French IV	Fall	5	5	13
French V	Winter	5	5	10
French VI	Spring	5	5	10
German				
Tutor Miss McDANIELS				
German I (3 sec.)	Fall	15	38	29
German II (3 sec.)	Winter	15	22	24
German III (3 sec.)	Spring	15	20	26
German IVb	Fall	5	3	4
German IV	Winter	5	2	4
Tutor Mrs. SWING				
German I	Winter	5	18	7
German II	Spring	5	17	3
German IV	Fall	5	9	8
German V	Winter	5	9	8
German VI	Spring	5	11	8
Greek				
Professor PECK				
Greek I	Fall	5	6	6
Greek II	Winter	5	5	6
Greek III	Spring	5	5	6
Greek IV	Fall	5	9	1
Greek V	Winter	5	9	1
Greek VI	Spring	5	8	1

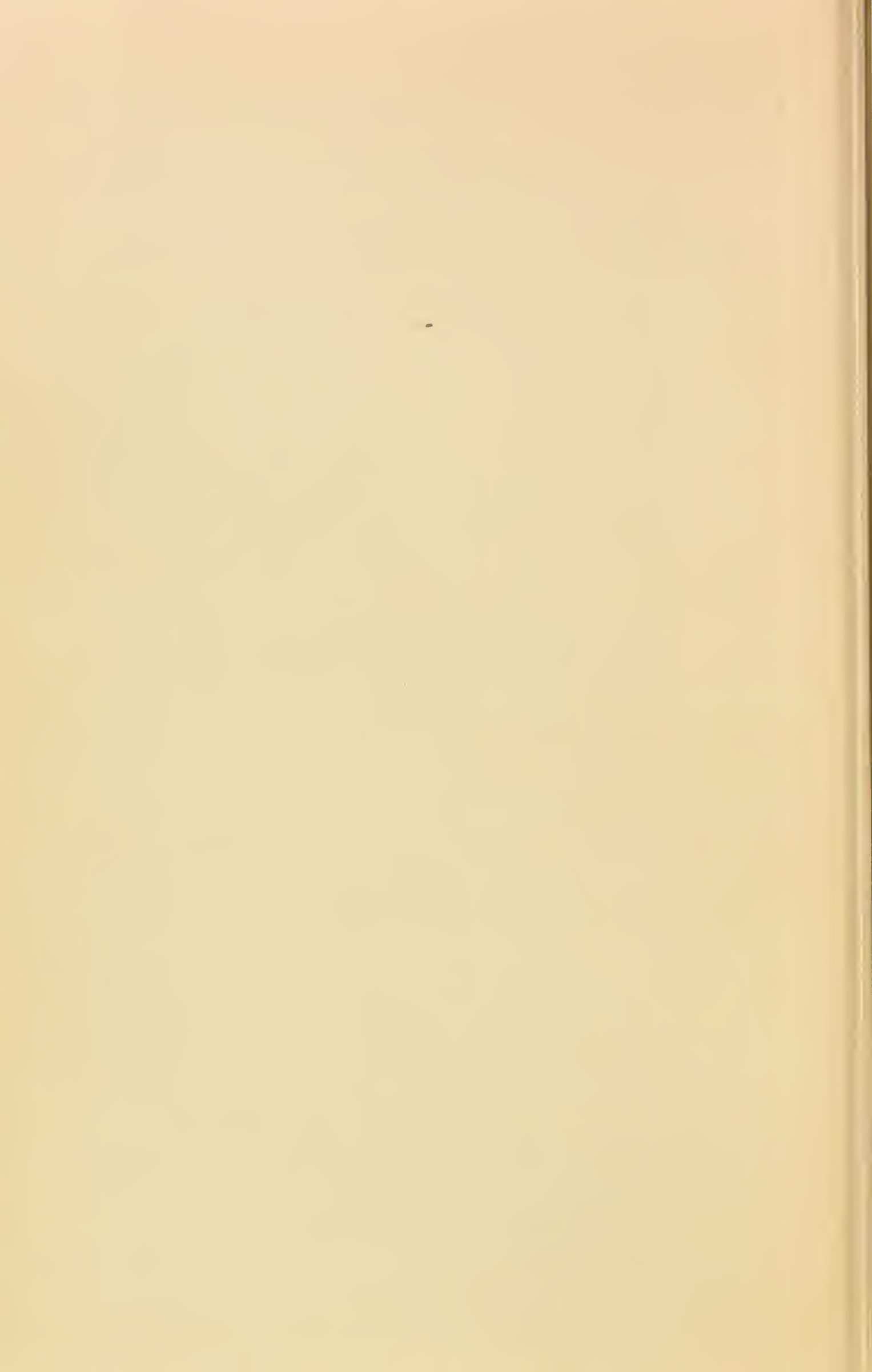
STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
History				
Tutor WIRKLER				
History I.....	Fall	4	17	16
History II.....	Winter	4	14	16
History III.....	Spring	4	12	16
History IV.....	Fall	4	13	18
History V.....	Winter	4	12	16
History VI.....	Spring	4	10	15
History VII.....	Fall	4	7	11
History VIII.....	Winter	4	11	15
History IX.....	Spring	4	8	13
History X.....	Fall	4	19	10
History XI.....	Winter	4	20	8
History XII.....	Spring	4	19	9
Latin				
Associate Professor HOSFORD				
Latin I (2 sec.).....	Fall	12	40	19
Latin II (2 sec.).....	Winter	12	38	14
Latin III (2 sec.).....	Spring	12	30	11
Latin X (2 sec.).....	Fall	8	18	28
Latin XI (2 sec.).....	Winter	8	16	29
Latin XII (2 sec.).....	Spring	8	15	28
Tutor Miss ALLEN				
Latin I.....	Fall	5	7	5
Latin I.....	Winter	6	5	5
Latin II.....	Winter	5	6	5
Latin II.....	Spring	6	8	6
Latin III.....	Fall	6	8	4
Latin III.....	Spring	5	3	3
Latin IV.....	Winter	6	8	4
Latin V.....	Spring	6	6	3
Associate Professor SHAW				
Latin IV (2 sec.).....	Fall	10	41	22
Latin V (2 sec.).....	Winter	10	37	21
Latin VI (2 sec.).....	Spring	10	36	20
Latin VII (2 sec.).....	Fall	8	25	23
Latin VIII (2 sec.).....	Winter	8	22	16
Latin IX (2 sec.).....	Spring	8	26	15

STATISTICS OF INSTRUCTION AND ATTENDANCE—(Continued)

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Mathematics				
Tutor MOORE				
Algebra I (2 sec.)	Fall	10	24	12
Algebra II (2 sec.)	Winter	10	21	9
Algebra III (2 sec.)	Spring	10	20	9
Algebra IV (2 sec.)	Fall	4	26	22
Algebra V (3 sec.)	Winter	6	43	30
Algebra VI (3 sec.)	Spring	6	48	38
Geometry III (2 sec.)	Fall	8	36	41
Geometry III (2 sec.)	Winter	6	15	24
Tutor HILL				
Geometry I (3 sec.)	Fall	12	48	20
Geometry I	Winter	4	13	4
Geometry II (2 sec.)	Winter	8	41	16
Geometry II	Spring	4	10	3
Geometry III (2 sec.)	Spring	8	36	17
Algebra VII	Fall	5	15	7
Algebra VIII	Winter	5	17	5
Algebra IX	Spring	5	13	2
Tutor BURR				
Algebra I	Winter	5	10	3
Algebra II	Spring	5	10	3
Tutor, Miss ALLEN				
Arithmetic	Fall	5	8	4
Arithmetic	Winter	5	9	3
Arithmetic	Spring	5	5	2
Physics				
Tutor BURR				
Physics I (2 sec.)	Fall	L 15	32	6
		R 8		
Physics II (2 sec.)	Winter	L 15	29	5
		R 8		
Physics III (2 sec.)	Spring	L 13	24	4
		R 8		
Zoology				
Tutor SACKETT				
Zoology I	Fall	L 7	6	5
		R 1		
Zoology II	Winter	L 7	6	3
		R 1		
Zoology III	Spring	L 7	6	3
		R 1		

Report of the Treasurer
1907



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Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE :—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1907, as follows :

The funds separately invested are :

Finney Memorial Chapel Fund (part)—

	Principal August 31, 1907	Net Income
Mortgages	\$59,000.00	
Cash	18,886.30	
	<hr/>	
	\$77,886.30	\$ 5,225.84

Springer Fund—

Cleveland real estate.....	5,195.18	359.27
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Foltz Fund—

Bonds	507.57	25.00
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Carroll Cutler Fellowship—

Thirty shares Western Union Telegraph Co. stock	\$ 2,580.00	
American Real Estate Co. bond.	3,000.00	
	<hr/>	
	5,580.00	202.50

Totals	<hr/>	<hr/>
	\$89,169.05	\$ 5,812.61

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows :

	Principal August 31, 1907
Notes and Mortgages.....	\$ 420,243.48
Stocks and Bonds.....	750,389.99
Short time notes.....	72,235.50
Collateral loans.....	203,808.07
Real estate.....	433,904.61
	<hr/>
Amount carried forward.....	\$1,880,581.65

Amount brought forward.....	\$1,880,581.65	
Time Deposits (Savings and Trust Co.'s) .	22,650.00	
Sundry accounts.....	114,271.81	
Deposits subject to check and cash.....	23,743.64	
		Net
		Income
Total of general investments.....	\$2,041,247.10	\$93,033.60
Total of special investments.....	89,169.05	
	\$2,130,416.15	

The above investments are stated in detail, beginning at page 339 of this report.

The net income of general investments has been divided at the rate of 5 per cent. among the funds to which they belong.

During the year, the building known as the Squire House was removed from the Library site and placed on the Vance lot on Main street, and was repaired and refitted for use as a Geological Laboratory at a cost of \$4,773.16. Of this amount, \$2,818.03 was charged off in the expense account of the College department ; \$1,955.13 is carried as an advance to be charged off next year.

A summary statement of income and expense of the University, College, Theological Seminary, and Academy combined, as usual, is as follows :

	Income	Expense	Surplus	Deficit
University	\$ 42,098.92	\$ 46,970.67		\$ 4,871.75
College	79,649.77	67,840.22	\$ 11,809.55	
Seminary	14,188.50	14,236.42		47.92
Academy	16,425.31	18,153.16		1,727.85
	\$152,362.50	\$147,200.47	\$ 11,809.55	\$ 6,647.52
	147,200.47		6,647.52	
Surplus	\$ 5,162.03		\$ 5,162.03	

The surplus, \$5,162.03, was used to charge off the old deficit of \$5,162.03, which had been carried under the name“ Loan to General Fund.”

Gifts have been received during the year as follows:

GIFTS FOR CURRENT USE

From Rodney Morrison, \$5.00 for student aid.

From Gilbert J. Raynor, \$3.50 for current expense.

From Miss Ruth E. Hoppin, \$5.00 for the Conservatory of Music.

From F. C. Peck, \$50.00 for the Y. M. C. A. Building Fund.

From "A Friend," \$175.00 for the Library.

From the Class in Political Economy, \$1.50 for the Library.

From Edward Dickinson, \$1.50 for the Library.

From the Women's Christian Union, Oberlin, \$5.75 for the Library.

From Bethlehem Congregational Church and S. S., Cleveland, \$13.00 for the support of the Slavic Department in the Theological Seminary.

From the Second Congregational Church, Oberlin, \$52.46 for aid to students in the Theological Seminary.

Sundry gifts for the Women's Recreation Field, \$152.24.

From the Inter-Collegiate Peace Association, \$25.00 for oratorical contest.

From members of the class of '82, \$40.00 for shrubs for the campus.

From Lucien C. Warner, \$100.00 for improvements in the Women's Gymnasium.

From William C. Cochran, \$100.00 for improvements in the Women's Gymnasium.

From the Carnegie Foundation for the Advancement of Teaching, \$254.15 for retiring allowances.

From Lucien C. Warner, \$1,000.00 for shop work equipment.

From L. H. Severance, \$5,000.00 for the Art Gallery Building Fund.

From members of the Living Endowment Union, \$2,660.30 for current expense.

From Andrew Carnegie, \$12,929.75, payments on account of the new Library.

For Employment Fund for Seminary students from—

Pilgrim Church, Cleveland.....	\$100.00
O. J. Wilson.....	100.00
Caroline Willard.....	25.00
Congregational Church, Wauseon, O.....	3.00
Julia Billings.....	50.00
A. A. Healy.....	200.00
Elizabeth K. Upham.....	25.00
Charles W. Bubier.....	10.00
Congregational Church, Brownhelm, O.....	1.65
H. R. Core.....	5.00
Ira J. Houston.....	2.50
Charles F. Allen.....	10.00
Thomas King.....	4.75
C. A. Coffin.....	50.00
I. F. Mack.....	25.00
Edward M. Shepard.....	100.00
Sarah N. Kittredge.....	250.00
J. H. Stone.....	25.00
"A Friend".....	200.00
Flora S. Mather.....	100.00
Elizabeth A. Northrop.....	50.00
Anonymous	11.25
Henry W. Farnam.....	25.00
Stiles C. Smith.....	50.00
Sarah D. Lane.....	25.00
Sarah Kendall.....	10.00
Mrs. F. E. Tracy.....	50.00
Henry K. Hawley.....	10.00
S. P. Fenn.....	10.00
William B. Holmes.....	15.00
Mrs. E. B. Monroe.....	50.00
Zenas Crane.....	50.00

The total amount of these gifts for current use is \$24,217.30.

This amount is distributed in the Statement of Income and Expense among the following accounts:

University	\$ 2,093.32
College, special accounts.....	12.50
Seminary, special accounts.....	1,713.61
Conservatory	5.00
Library	217.85
Miscellaneous	20,175.02
	<hr/>
	\$24,217.30

GIFTS TO CAPITAL TO FORM NEW FUNDS OR INCREASE OLD ONES

From the estate of Caroline E. Haskell, of Michigan City, Ind., \$4,140.00; balance of her bequest to Oberlin College.

From the class of '98, \$154.00; payments on subscriptions to a new class fund.

From the sale of a lot in Toledo, \$289.72; part of a gift of W. W. Griffith, of Toledo, for Theological Seminary endowment.

From D. Willis James, of New York City, \$40,000.00; his gift to found the Shansi Chair of Practical Theology in Oberlin Theological Seminary.

From Mrs. Ella M. Wilder Metcalf, of Baltimore, Md., \$1,000.00; additional gift to the Wilder Scholarship.

From Alumni, \$1,639.66, part payments on subscriptions to the Class Reunion Funds as follows:

Class of '67—Mrs. Helen M. Troup.....	\$160.00
Class of '69—James O. Troup.....	240.00
Mrs. Kate S. Black.....	5.00
Class of '70—James O. Troup.....	400.00
Class of '75—John R. Rogers.....	666.66
Hastings H. Hart.....	30.00
Class of '76—H. R. Rogers.....	23.00
Class of '88—Mrs. Frances B. Esterly.....	5.00
Class of '91—E. A. Steiner.....	10.00
Class of '93—Paul J. Mohr.....	100.00

From the sale of the Steele property, East College street, Oberlin, \$3,999.00; part of a gift of Jabez L. Burrell, of Oberlin, for Theological Seminary endowment.

From the estate of Charles H. Keith, of Chicago, \$194.00; balance of his bequest to Oberlin College.

From Sydney Strong, of Chicago, \$37.50, for endowment.

From the estate of Edward D. Kimball, of Watertown, Mass., \$3,562.50; part of his bequest (less inheritance tax) to Oberlin College.

From the estate of Miss Anne Walworth, of Cleveland, \$5,000.00; balance of her bequest to Oberlin College.

From Mrs. A. F. Jenison, of Spokane, Wash., \$1,000.00; her gift to Oberlin College.

For additional endowment of the Library from—

Charles S. Mills.....	\$ 25.00
Stiles C. Smith.....	500.00
Mrs. Elizabeth Keep-Clark.....	500.00
J. D. Cox.....	1,000.00
J. G. W. Cowles.....	500.00
Lucien C. Warner.....	1,000.00
Charles M. Hall.....	4,000.00
E. A. and C. B. Shedd.....	5,000.00
Charles E. Briggs.....	500.00
F. K. Tracy.....	25.00
T. E. Burton.....	300.00
Estate of C. N. Lyman.....	33,083.97
Estate of Mrs. Helen G. Coburn (bal. of bequest)	16.90

From Mrs. Frances E. Cutler, of Glen Ridge, N. J., \$5,580.00 to found the Carroll Cutler Fellowship in Christian Ethics, at present carrying an annuity.

From Mrs. Minerva Ellis Daniels, of Olivet, Mich., \$5,000.00 for endowment, at present carrying an annuity.

The total amount of these gifts to capital account is \$118,047.25. as is also shown on page 328 of this report.

Endowments for current expenses now stand on the books as follows:

General or University Endowments.....	\$ 898,191.61
College	409,847.95
Theological Seminary.....	196,162.90
Academy	
Conservatory of Music.....	30,419.50
Library	116,046.33
	<hr/>
Total.....	\$1,650,668.29

Scholarship and Loan Funds are as follows:

University,		
Scholarships	\$50,310.50	
Loan funds.....	8,657.90	
	<hr/>	\$ 58,968.40
College, Scholarships.....		30,750.00
Theological Seminary, Scholarships.....		20,541.95
Conservatory, loan funds.....		318.95
		<hr/>
Total.....		\$110,579.30

The accounts hereinafter presented are:

First, a set of tables showing the current income and expense of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in which the Funds and Balances are invested.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, *Treasurer.*

OBERLIN, November 15, 1907.

Treasurer's Accounts

*Income and Expense for the year by Departments, also
Receipts and Payments on Special Accounts*

UNIVERSITY

INCOME

From invested funds (less \$4,337.60 transferred to Theological Seminary)	\$ 39,836.05
Interest on subscriptions to endowment	55.00
Gifts for current expense	2,093.32
Biography of Charles G. Finney	39.55
From Slavic Department	75.00
<hr/>	
Total income	\$ 42,098.92

EXPENSE

Salaries—President's office	\$5,900.00
Treasurer's office	4,502.75
Secretary's office	2,400.00
Library	2,687.50
Gymnasia	3,800.00—\$ 19,290.25
Clerks	1,851.15
Stationery, printing and postage	4,345.56
Advertising	692.73
Fuel and lights	1,354.95
Buildings and grounds, care and repairs	3,196.16
Men's Gymnasium	1,365.06
Women's Gymnasium	1,600.00
Outside Representation	291.22
Library appropriation for books	1,500.00
Sundry expense	803.35
Alumni Dinner	738.08
Payment on Lord and Hinchman Funds (in ex- cess of income)	22.25
<hr/>	
Amount carried forward	\$ 37,050.76

Amount brought forward.....	\$ 37,050.76
Olney Art Collection.....	1,118.89
Agency expense.....	630.01
Annuity Haskell Fund.....	100.00
Catalogue of non-graduate students.....	2,386.50
First Congregational Church rent (bal.).....	2,079.95
Houses and lands not valued.....	4.56
Slavic Department, from income of Walworth Fund	3,600.00
<hr/>	
Total expense.....	\$ 46,970.67

Special Accounts—Receipts

Art School fees.....	\$ 1,331.10
Teachers' Course, Women's Gymnasium....	675.00
Teachers' Course, Men's Gymnasium.....	112.50
Jennie Allen Nurse Fund.....	100.00
Lewis Fund.....	25.00
Jones Loan Fund, loans returned.....	690.71
May Moulton Loan Fund, loans returned...	46.00
Gilchrist Banking Fund, loans returned....	40.30
Anderegg Loan Fund, loans returned.....	160.00
Scholarship Loan Fund (men), loans returned	473.59
Scholarship Loan Fund (women), loans returned	67.50
Scholarship Funds, from investments.....	2,339.53
Talcott Hall.....	2,591.00
Baldwin Cottage.....	1,081.26
Lord Cottage.....	640.07
Stewart Hall.....	507.60
Keep Home.....	116.65
<hr/>	
	\$ 10,997.81

Special Accounts—Payments

Art School.....	\$ 1,331.10
Teachers' Course, Women's Gymnasium....	1,287.24
Teachers' Course, Men's Gymnasium.....	90.28
<hr/>	
Amount carried forward.....	\$ 2,708.62

Amount brought forward.....	\$ 2,708.62	
Jones Loan Fund, loans made.....	1,114.50	
May Moulton Loan Fund, loans made.....	60.00	
Gilchrist Banking Fund, loans made.....	1,320.00	
Anderegg Loan Fund, loans made.....	130.00	
Scholarship Loan Fund, loans made.....	639.00	
To holders of scholarship orders.....	2,233.59	
Talcott Hall, care and repairs....	\$ 601.84	
advances repaid...	1,989.16	
	<hr/>	2,591.00
Baldwin Cottage, care and repairs \$	287.03	
advances repaid...	794.23	
	<hr/>	1,081.26
Lord Cottage, care and repairs...\$	168.01	
advances repaid...	472.06	
	<hr/>	640.07
Stewart Hall, care and repairs..\$	411.94	
advances repaid...	95.66	
	<hr/>	507.60
Keep Home, care and repairs.....	116.65	
	<hr/>	\$ 13,142.29

COLLEGE

INCOME

From invested funds.....	\$ 20,468.14
Term bills.....	56,054.45
Graduate fees.....	817.50
Summer School term bills.....	2,309.68
<hr/>	
Total income.....	\$ 79,649.77

EXPENSE

Salaries	\$ 48,126.19
Clerks	275.40
Stationery, printing and postage.....	619.87
Outside representation.....	218.35
Fuel and lights.....	2,201.80
Buildings and grounds, care and repairs.....	6,135.22
Diplomas	508.98
Advertising	5.00
Sundry expense.....	103.07
Summer School.....	2,024.25
Geological Laboratory Building.....	2,818.03
Library, from term bills.....	1,112.50
Teachers Course, Women's Gymnasium.....	675.00
Teachers Course, Men's Gymnasium.....	112.50
Herbarium	175.00
Geological Museum.....	200.00
Zoological Museum.....	200.00
Apparatus, Physical Laboratory.....	400.00
Apparatus, Zoological Laboratory.....	74.93
Apparatus, Botanical Laboratory.....	159.30
Apparatus, Geological Laboratory.....	50.00
Apparatus, Psychology.....	203.83
Trustee Scholarships.....	967.00
Avery Scholarships.....	405.00
Oberlin College Scholarships.....	69.00
<hr/>	
Total expense.....	\$ 67,840.22

Special Accounts—Receipts

Chemical Laboratory fees.....	\$ 1,709.13	
Botanical Laboratory fees.....	327.00	
Zoological Laboratory fees.....	\$735.55	
gift	10.00	
	<hr/>	745.55
Physical Laboratory fees.....	\$301.00	
gift	2.50	
	<hr/>	303.50
Archæology fees.....	\$100.00	
from Greek play.....	4.21	
	<hr/>	104.21
Anatomy fees	38.00	
Geology, balance appropriation.....	2.65	
Scholarship Funds, from investments.....	1,487.50	
Scholarship aid returned.....	67.50	
	<hr/>	\$ 4,785.04

Special Accounts—Payments

Chemical Laboratory.....	\$ 1,526.33	
Botanical Laboratory	237.74	
Zoological Laboratory.....	836.17	
Physical Laboratory.....	235.85	
Archæology	153.48	
Anatomy	18.60	
Geological Museum.....	52.33	
Herbarium	120.27	
To holders of scholarship orders.....	1,339.50	
	<hr/>	\$ 4,520.27

THEOLOGICAL SEMINARY

INCOME

From invested funds.....	\$ 7,572.32
Transfer from University.....	4,337.60
Term bills and rent of rooms.....	2,217.35
Diplomas	61.23
<hr/>	
Total income.....	\$ 14,188.50

EXPENSE

Salaries	\$ 10,783.00
Clerks	210.00
Stationery, printing and postage.....	185.05
Advertising	90.22
Fuel and lights.....	1,406.51
Building and grounds, care and repairs.....	1,270.63
Sundry expense.....	164.00
Outside representation.....	11.55
Haskell lectures.....	115.46
<hr/>	
Total expense.....	\$ 14,236.42

Special Accounts—Receipts

Slavic Department—

From income of Walworth Fund	\$3,600.00
Loan repaid	12.00
Gifts for current expense.....	13.00
<hr/>	
	\$ 3,625.00

Scholarship Funds—

From investments	\$1,027.10
Gifts	52.46
Loans repaid	631.20
<hr/>	
	\$ 1,710.76

Student Employment Fund, gifts.....	1,648.15
<hr/>	
	\$ 6,983.91

Special Accounts—Payments

Slavic Department	\$ 3,371.96
To holders of scholarship orders.....	1,370.00
Student Employment Fund.....	1,648.15
<hr/>	
	\$ 6,390.11

ACADEMY

INCOME

Term bills	\$ 16,425.31
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EXPENSE

Salaries	\$ 14,800.00
Clerks	340.95
Stationery, printing and postage.....	537.33
Fuel and lights.....	388.17
Buildings and grounds, care and repairs.....	599.67
Advertising	287.60
Sundry expense.....	6.34
Diplomas	27.45
Equipment	100.00
Library, from term bills.....	495.50
Trustee scholarships.....	570.15
<hr/>	
Total expense.....	\$ 18,153.16

Special Accounts—Receipts

Physical Laboratory fees.....	\$ 103.00
Botanical and Zoological Laboratory fees..	83.40
Athletic fees.....	327.50
Equipment, balance appropriation.....	20.85
<hr/>	
	\$ 534.75

Special Accounts—Payments

Physical Laboratory.....	\$ 126.86
Botanical and Zoological Laboratory.....	124.50
Athletic fees.....	331.35
<hr/>	
	\$ 582.71

CONSERVATORY

INCOME

Term bills	\$ 62,986.66
From invested funds.....	2,735.57
Recital tickets	1,822.55
Diplomas	105.00
Gifts	5.00
<hr/>	
Total income.....	\$ 67,654.78

EXPENSE

Salaries	\$ 46,074.92
Library	748.56
College Library	600.00
Stationery, printing and postage.....	534.95
Advertising	711.00
Piano and organ tuning and repair.....	3,870.15
Fuel and lights.....	2,423.00
Clerks	147.40
Insurance	184.44
Janitor and engineers.....	1,836.80
Supplies and repairs.....	4,316.33
Purchase of instruments.....	2,376.44
Artist recitals	3,010.00
Sundry expense.....	33.93
Electric power.....	604.60
Diplomas	168.20
<hr/>	
Total expense.....	\$ 67,640.72

Special Accounts—Receipts

Loan Fund, loans returned.....	\$ 346.31
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Special Accounts—Payments

Loan Fund, loans made.....	\$ 343.75
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LIBRARY

INCOME

From invested funds.....	\$ 3,479.77
Dividend G. F. Harvey Company.....	60.00
Term bills	1,608.00
Private examinations	583.25
Registrar's fees.....	216.20
Books and supplies sold.....	87.76
Gifts for current expense and purchase of books	217.85
Interest on subscriptions to endowment.....	6.00
From Geological Museum.....	23.13
From Botanical Laboratory.....	67.19
From Archæology.....	81.50
From Slavic Department.....	25.00
From Conservatory	600.00
Trustee appropriation	1,500.00
<hr/>	
Total income.....	\$ 8,555.65

EXPENSE

Librarian's assistants	\$ 1,916.62
Binding of books.....	694.43
Printing, postage, etc.....	81.14
Supplies	326.13
Wilson Bulletins	35.00
Moving and repair of Searle House.....	106.01
Purchase of books.....	3,114.21
<hr/>	
Total expense.....	\$ 6,273.54

Library expenses charged in University account—

Salaries	\$2,687.50
Building and grounds, care and repairs....	737.00
Heat and lights.....	1,064.36
<hr/>	
	\$ 4,488.86

MISCELLANEOUS

RECEIPTS

Finney Memorial Chapel Fund, interest.....	\$ 5,225.84
Foltz Tract Fund, interest.....	\$25.00
sale of tracts.....	19.00

	44.00
Carroll Cutler Fellowship, income.....	202.50
Annuity Funds, income.....	7,636.83
Profit and Loss account, general investments...	14,627.23
English Lecture Fund.....	253.75
West Virginia oil lands—sale of oil..	\$1,207.83
sale of coal rights..	375.10

	1,582.93
Gifts for immediate use.....	20,175.02
Gifts to form new funds or increase old ones...	118,047.25
Sundry receipts	340.20

Total receipts.....	\$168,135.55

PAYMENTS

Finney Memorial Chapel Fund—	
From income	\$ 2,500.00
Construction account	10,887.14

	\$ 13,387.14
Foltz Tract Fund.....	84.43
Carroll Cutler Fellowship.....	202.50
Annuities	10,780.10
Construction account New Library.....	12,929.75
English Lecture Fund.....	30.56
West Virginia oil lands, settlement of old law suit	1,656.70
Carnegie Foundation allowances.....	254.15
Living Endowment Union.....	518.88
Sundry payments	1,622.02

Total payments.....	\$ 41,466.23

Summary of all Receipts and Payments except changes of investments

	Receipts	Payments
University, income and expense.....	\$ 42,098.92	\$ 46,970.67
University, special accounts.....	10,997.81	13,142.29
College, income and expense.....	79,649.77	67,840.22
College, special accounts.....	4,785.04	4,520.27
Theological Seminary, income and expense..	14,188.50	14,236.42
Theological Seminary, special accounts.....	6,983.91	6,390.11
Academy, income and expense.....	16,425.31	18,153.16
Academy, special accounts.....	534.75	582.71
Conservatory, income and expense.....	67,654.78	67,640.72
Conservatory, special accounts.....	346.31	343.75
Library, income and expense.....	8,555.65	6,273.54
Miscellaneous	168,135.55	41,466.23
Loan to General Fund, repaid.....		5,162.03
	<hr/>	<hr/>
	\$420,356.30	\$292,722.12
	292,722.12	
Total increase of funds and balances	<hr/>	
as shown on page 338 of this report	\$127,634.18	

Funds and Balances in the Care of the Treasurer
UNIVERSITY

August 31, 1906		August 31, 1907
\$173,548.36	Endowment	\$173,585.86
17,514.89	Alumni Fund	17,514.89
24,475.00	E. I. Baldwin Fund	24,475.00
10,000.00	Henrietta Bissell Fund	10,000.00
31,429.41	James H. Fairchild Professor- ship	31,429.41
95,275.00	Walworth Fund	100,275.00
38,000.00	Dickinson Fund	38,000.00
4,846.10	Clarissa M. Smith Fund	4,846.10
20,000.00	Ralph Plumb Fund	20,000.00
2,000.00	Truman P. Handy Fund	2,000.00
85.06	Shaw Fund	85.06
79.14	Latimer Fund	79.14
1,505.91	Butler Fund	1,505.91
158.45	Whipple Fund	158.45
340.25	Perry Fund	340.25
47.65	Ryder Fund	47.65
586.49	Davis Fund	586.49
45,397.74	Reunion Fund of 1900 (part)*	
	Class of '38....\$	200.00
	Class of '42....	500.00
	Class of '43....	565.00
	Class of '45....	100.00
	Class of '46....	50.00
	Class of '47....	235.00
	Class of '48....	10.00
	Class of '50....	250.00
	Class of '51....	260.00
	Class of '54....	35.00
	Class of '55....	25.00
	Am'ts forward..	\$2,230.00 \$424,929.21

*Several Class Funds were designated as scholarships, one was added to the Johnston Professorship and certain subscriptions to others were credited to various funds, as directed by the donors.

Am'ts forward..\$2,230.00 \$424,929.21

Reunion Fund (Cont'd.)

Class of '56....	985.00
Class of '57....	755.00
Class of '59....	343.00
Class of '60....	75.41
Class of '61....	100.00
Class of '62....	910.00
Class of '63....	485.00
Class of '64....	75.00
Class of '65....	810.00
Class of '66....	266.50
Class of '67....	455.00
Class of '70....	1,480.00
Class of '71....	450.00
Class of '72....	561.00
Class of '73....	1,115.00
Class of '74....	190.00
Class of '75....	2,698.01
Class of '76....	858.00
Class of '77....	557.50
Class of '78....	9,595.00
Class of '79....	1,288.45
Class of '80....	459.00
Class of '81....	525.25
Class of '82....	1,400.00
Class of '83....	2,191.50
Class of '84....	1,167.00
Class of '85....	2,650.00
Class of '86....	624.00
Class of '87....	464.74
Class of '88....	380.00
Class of '89....	2,655.00
Class of '90....	1,991.50
Class of '91....	727.00
Class of '92....	500.50
Class of '93....	1,260.50

Am'ts forward...\$43,278.86 \$424,929.21

REPORT OF THE TREASURER

Am'ts forward...\$43,278.86 \$424,929.21

Reunion Fund (Cont'd.)

	Class of '94....	854.00	
	Class of '95....	90.00	
	Class of '96....	365.00	
	Class of '97....	958.34	
	Class of '99....	636.10—	46,182.30
38,500.00	William E. Osborn Fund	38,500.00	
5,000.00	John Sherman Fund	5,000.00	
200,000.00	John D. Rockefeller Fund...	200,000.00	
10,000.00	E. A. and C. B. Shedd Fund..	10,000.00	
10,000.00	Marcus Lyon Fund.....	10,000.00	
5,000.00	Warner Gymnasium End't...	5,000.00	
10,000.00	Olney Fund	10,000.00	
2,803.97	Keith Fund	2,997.97	
100,000.00	Anonymous Fund.....	100,000.00	
26,879.63	Haskell Fund	31,019.63	
10,000.00	Kora F. Barnes Fund.....	10,000.00	
	Angeline Fisher Jenison Fund	1,000.00	
	Edward D. Kimball Fund...	3,562.50—	\$ 898,191.61
2,712.13	C. N. Pond Fund	2,718.13	
6,666.15	Dutton Fund	6,519.45	
2,908.00	Prunty Fund	2,903.40	
248.71	Finney Fund	243.15	
7,420.86	Dascomb Fund	7,226.90.	
56,684.98	C. V. Spear Fund	55,819.23	
838.95	Gillett Fund	775.89	
6,299.44	Ross Fund	6,289.42	
4,331.19	Gilchrist Fund	4,297.74	
18,871.85	Marx Straus Fund	17,315.44	
5,135.91	Mary A. Springer Fund	5,195.18	
4,947.27	Collins Fund	4,944.64	
7,405.41	Cooper Fund	7,350.68	
2,017.16	Williams Fund	2,018.02	
981.90	Hotchkiss Fund	971.00	
9,812.30	Firestone Fund	9,802.91	
Amounts carried forward.....		\$134,391.18	\$ 898,191.61

REPORT OF THE TREASURER

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Amounts brought forward.....	\$134,391.18—	\$ 898,191.61
984.65 Edward West Fund	993.89	
801.31 McClelland Fund	796.37	
975.42 Parker Fund	964.19	
1,979.33 Johnson Fund.....	1,958.30	
Ellis Fund	4,766.66—	\$ 143,870.59
1,000.00 Cowles Memorial Scholarship	1,000.00	
1,100.00 Dr. A. D. Lord Scholarship...	1,100.00	
1,000.00 Mrs. Elizabeth W. R. Lord Scholarship	1,000.00	
1,045.00 Hinchman Fund	1,045.00—	4,145.00
5,000.00 Lydia Ann Warner Scholar- ship	5,000.00	
1,000.00 F. V. Hayden Scholarship ...	1,000.00	
6,000.00 Avery Fund	6,000.00	
1,250.00 Finney Scholarship	1,250.00	
1,000.00 Howard Valentine Scholarship	1,000.00	
1,000.00 Caroline Scholarship	1,000.00	
1,000.00 Talcott Scholarship	1,000.00	
1,000.00 Metcalf Scholarship	1,000.00	
1,000.00 Dodge Scholarship	1,000.00	
1,000.00 Dascomb Scholarship	1,000.00	
1,000.00 Bierce Scholarship	1,000.00	
1,000.00 Graves Scholarship	1,000.00	
750.00 Lewis Nelson Churchill Scholar- ship	750.00	
200.00 Ann Lincoln Fund	200.00	
558.98 Jones Loan Fund	135.19	
1,250.00 Mary E. Wardle Scholarship	1,250.00	
6,500.00 Dr. Dudley Allen Fund	6,500.00	
1,000.00 Henry N. Castle Scholarship	1,000.00	
1,025.00 Class of '58 Scholarship	1,025.00	
815.00 Class of '69 Scholarship	1,060.50	
1,000.00 Class of '98 Scholarship	1,000.00	
1,000.00 Jean Woodward Irwin Scholar- ship	1,000.00	
Amounts carried forward.....	\$ 35,170.69	\$ 1,046,207.20

REPORT OF THE TREASURER

Amounts brought forward.....	\$ 35,170.69	\$ 1,046,207.20
1,000.00 Howard Gardner Nichols Schol-		
arship	1,000.00	
1,000.00 May Moulton Memorial Fund.	1,000.00	
1,000.00 John Manning Barrows Scholar-		
ship	1,000.00	
1,000.00 Julia Clark Davis Scholarship	1,000.00	
2,000.00 Lucy M. Thompson Scholar-		
ship	2,000.00	
5,000.00 Goodnow Scholarships	5,000.00	
56.33 May Moulton Loan Fund....	42.33	
9,500.00 Gilchrist Banking Fund	8,220.30	
130.00 Trustee Scholarship Fund		
(part)	130.00	
395.49 Scholarship Loan Fund (part)	230.08	
Anderegg Loan Fund	30.00—	54,823.40
292.66 Unused income above scholar-		
ships		466.10
86,047.60 Finney Memorial Fund	\$ 77,886.30	
3,060.37 Jennie Allen Nurse Fund....	3,160.37	
509.10 Hannah Snow Lewis Fund..	534.10	
Carroll Cutler Fellowship..	5,580.00—	\$7,160.77
60,782.33 Balance credits, sundry accounts.		
Teachers Course, Women.\$	250.69	
Teachers Course, Men..	22.22	
Profit and Loss	47,378.61	
Recreation Field	2,456.10	
West Virginia Oil Lands	2,793.53	
Oberlin Alumni Ass'n...	11.49	
Chapel Lot	315.00	
Chapel Insurance	14,301.99	
Skating Floor	50.06	
Nichols Lots	423.09	
Amounts carried forward.....	\$ 68,002.78	\$ 1,188,657.47

Amounts brought forward.....	\$ 68,002.78	\$ 1,188,657.47
Bal. cred's, Sund. Acct's (Cont'd).		
Campus Tree Fund.....	79.31	
Campus Shrub Fund	40.00	
'98 Class Fund (new)...	527.10	
English Lecture Fund ..	334.19	
Barrows Memorial Fund	5,205.00	
Art Building Fund	5,000.00	
Shop Work Fund.....	1,000.00	
'04 Chapel Desk Fund..	100.00	
Dormitory Fund	100.00	
Y.M.C.A. Building Fund.	50.00—	80,438.38

COLLEGE

67,959.59	Endowment	68,059.59	
19,634.41	Dascomb Professorship	19,634.41	
50,000.00	Stone Professorship	50,000.00	
55,881.37	Fredrika Bremer Hull Pro- fessorship	55,881.37	
30,000.00	Graves Professorship	30,000.00	
30,000.00	Brooks Professorship	30,000.00	
23,748.25	Monroe Professorship	23,748.25	
25,000.00	James F. Clark Professorship	25,000.00	
20,000.00	Perkins Fund	20,000.00	
25,000.00	Avery Professorship	25,000.00	
40,000.00	L. H. Severance Professor- ship	40,000.00	
10,000.00	Severance Laboratory Fund.	10,000.00	
12,039.23	Adelia A. Field Johnston Pro- fessorship	12,524.33—\$	409,847.95
1,000.00	Jennie Williams Scholarship.	1,000.00	
6,000.00	Ellen M. Whitcomb Scholar- ship	6,000.00	
Amounts carried forward.....	\$ 7,000.00	\$ 1,678,943.80	

REPORT OF THE TREASURER

Amounts brought forward.....	\$ 7,000.00	\$ 1,678,943.80
1,000.00 Flora L. Blackstone Scholar- ship	1,000.00	
500.00 Tracy-Sturges Scholarship...	500.00	
1,500.00 E. A. West Fund.....	1,500.00	
1,000.00 Harvey H. Spelman Scholar- ship	1,000.00	
1,000.00 Lucy B. Spelman Scholarship	1,000.00	
1,000.00 Janet Whitcomb Scholarship	1,000.00	
1,000.00 Mrs. F. E. Tracy Scholarship	1,000.00	
5,000.00 Frank Dickinson Bartlett Scholarship	5,000.00	
2,000.00 Andover Scholarships	2,000.00	
1,000.00 J. C. and Elizabeth E. Wilder Scholarship	2,000.00	
2,500.00 The Comfort Starr Scholar- ship Fund	2,500.00	
500.00 Sarah M. Hall Scholarships.	500.00	
4,750.00 Gilchrist-Potter Scholarship Fund	4,750.00—	30,750.00
573.10 Unused income above scholar- ships		788.60
1,368.52 Balance credits, sundry accounts		1,418.93

THEOLOGICAL SEMINARY

34,351.88 Endowment	34,741.60	
21,371.10 Finney Professorship	21,371.10	
8,935.84 Morgan Professorship	8,935.84	
25,000.00 Holbrock Professorship	25,000.00	
25,158.68 Michigan Professorship	25,158.68	
4,750.00 Place Fund	4,750.00	
3,495.55 Burrell Fund	7,494.55	
133.39 Hudson Fund	133.39	
414.52 Warner Fund	427.74	
1,000.00 Joshua W. Weston Fund....	1,000.00	
7,150.00 Wm. C. Chapin Fund.....	7,150.00	
Amounts carried forward.....	\$136,162.90	\$1,711,901.33

Amounts brought forward.....	\$136,162.90	\$ 1,711,901.33
20,000.00 Haskell Lectureship	20,000.00	
D. Willis James Foundation	40,000.00—	196,162.90
4,916.66 Gillett Fund		4,912.50
5,000.00 Lemuel Brooks Scholarship..	5,000.00	
1,500.00 Jennie M. Rosseter Scholar- ship	1,500.00	
1,000.00 McCord-Gibson Scholarship..	1,000.00	
1,000.00 John Morgan Scholarship ..	1,000.00	
1,000.00 Painesville Scholarship	1,000.00	
1,000.00 Oberlin First Congregational Church Scholarship	1,000.00	
1,000.00 Oberlin Second Congregational Church Scholarship	1,000.00	
1,000.00 Anson G. Phelps Scholarship	1,000.00	
1,000.00 Butler Scholarship	1,000.00	
1,000.00 Miami Conference Scholar- ship	1,000.00	
1,250.00 Tracy Scholarship	1,250.00	
1,000.00 Sandusky Scholarship	1,000.00	
1,250.00 Leroy H. Cowles Scholarship	1,250.00	
1,000.00 Charles E. Fowler Scholar- ship	1,000.00	
1,250.00 Emerson Scholarship	1,250.00	
291.95 Susan S. Button Fund.....	291.95—	20,541.95
1,124.05 Unused income, above scholar- ships		1,464.81
24.93 Balance credits, sundry acc'ts.		277.97

ACADEMY

124.38	Balance credits, sundry acc'ts	76.42
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CONSERVATORY

30,419.50	Fenelon B. Rice Professor- ship	30,419.50
24,291.74	Reserve Fund	24,305.80
316.39	Loan Fund	318.95—
		55,044.25
Amount carried forward.....		\$ 1,990,382.13

LIBRARY

Amount brought forward.....		\$ 1,990,382.13
42.00	Library Fund	\$ 42.00
887.00	Class of '85 Fund.....	887.00
500.00	Cochran Fund	500.00
500.00	Grant Fund	500.00
500.00	Hall Fund	500.00
100.00	Henderson Fund	100.00
11,176.63	Holbrook Fund	11,176.63
500.00	Keep-Clark Fund	500.00
1,000.00	Plumb Fund	1,000.00
5,724.13	E. K. Alden Fund	5,724.13
100.00	Andrews Fund	100.00
2,152.50	Faculty Fund.....	2,152.50
	Endowment Fund of 1906	
2,000.00	E. A. West Fund.\$	2,000.00
9,963.20	Helen G. Coburn	
	Fund	9,980.10
5,000.00	Charles M. Hall	
	Fund	9,000.00
10,000.00	D. Willis James	
	Fund	10,000.00
5,000.00	L. H. Severance	
	Fund	5,000.00
475.00	Abbie R. Kendall	
	Fund	475.00
	C. N. Lyman F'd	33,083.97
	E. A. and C. B.	
	Shedd Fund ...	5,000.00
13,975.00	Sundry Gifts	18,325.00—92 864.07— \$116,046.33
2,827.89	Balance credits, sundry accounts.....	5,110.00

SPECIAL

548.00	Foltz Tract Fund	507.57
<hr/>		<hr/>
\$1,984,411.85	Total funds and balances....	\$2,112,046.03
	Total increase of funds and	
	balances	\$127,634.18
	<hr/>	
23,556.05	Deposits and personal accounts.....	18,370.12
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\$2,007,967.90		\$2,130,416.15

The foregoing Funds and Balances are invested in the following properties:

NOTES and MORTGAGES distributed as follows:

Cleveland	\$40,921.24	
Akron	53,000.00	
Oberlin	37,649.74	
Columbus	6,150.00	
Lorain	69,505.00	
Wellington	200.00	
Collinwood	5,000.00	
Elyria	6,750.00	
Farm lands in Ohio.....	44,650.00	
Total in Ohio.....	—————	\$263,825.98
Eureka	450.00	
Hutchinson	1,800.00	
Wabaunsee	300.00	
Farm lands in Kansas.....	18,150.00	
Total in Kansas.....	—————	20,700.00
Matthews	4,492.50	
Farm lands in Indiana.....	3,350.00	
Total in Indiana.....	—————	7,842.50
Grand Rapids.....	10,900.00	
Farm lands in Michigan.....	20,935.00	
Total in Michigan.....	—————	31,835.00
Chicago		117,000.00
Duluth		17,100.00
Des Moines	940.00	
Davenport	20,000.00	
Total in Iowa.....	—————	20,940.00
Total Notes and Mortgages	—————	\$479,243.48

REPORT OF THE TREASURER

Amount brought forward..... \$479,243.48

STOCKS and BONDS—

\$ 500.00	American Stove Co. Stock.....	\$ 500.00
10,000.00	Aurora, Elgin & Chicago Ry. Co., 1st 5's.....	9,556.25
25,000.00	Bedford Quarries Co., 1st 6's.....	25,000.00
20,000.00	Cleveland & Eastern Ry. Co., 1st 5's	18,000.00
25,000.00	Cleveland & South-Western Traction Co., 1st Con. 5's.....	23,750.00
15,000.00	Cuyahoga Telephone Co., 1st 5's...	12,268.75
1,000.00	Euclid Heights Realty Co., 1st 6's	1,000.00
25,000.00	Great Lakes & St. Lawrence Transportation Co., 1st 5's....	23,181.50
25,000.00	Gilchrist Transportation Co., 1st 5's	23,041.00
30,000.00	Home Riverside Coal Co., 1st 5's..	25,000.00
7,500.00	Hudson & Manhattan Ry. Co., Bond Syndicate	7,500.00
30,000.00	Lake Shore Electric Ry. Co., Gen. 5's.....	25,500.00
15,000.00	Lorain Street Ry. Co., Con. 5's...	13,875.00
16,500.00	Maple Leaf Land Co., 1st 6's.....	16,000.00
6,000.00	New Orleans Great Northern Ry. Co., Bond Syndicate.....	6,000.00
30,000.00	Northampton Portland Cement Co., 1st 6's.....	30,000.00
10,000.00	Northern Ohio Traction Co., 1st Con. 5's.....	10,000.00
5,000.00	Northern Ohio Traction & Light Co., 1st Con. 4's.....	3,650.00
25,000.00	Ontario Power Co., 1st 5's.....	23,875.00
50,000.00	Roby Coal Co., 1st Con. 6's.....	50,000.00
1,000.00	Steel Steamship Co., 1st 5's.....	750.00
30,000.00	Syracuse Rapid Transit Co., 2d 5's	27,000.00
5,500.00	Tuscarawas Ry. Co., 1st 6's.....	5,500.00
26,000.00	United States Telephone Co., 1st 5's	21,400.00

Amounts carried forward.....\$402,347.50 \$479,243.48

	Amounts brought forward.....	\$402,347.50	\$479,243.48
20,000.00	Wellman-Seaver-Morgan Engineer- ing Co., 1st 5½'s.....	19,700.00	
20,000.00	Western Ohio Ry. Co., 1st 5's....	15,825.00	
30,000.00	Wheeling Traction Co., 1st 5's....	30,000.00	
25,000.00	Youngstown Iron, Sheet & Tube Co., 1st 6's.....	25,000.00	
9,000.00	Cleveland, South-Western & Co- lumbus Ry. Co., 1st 5's.....	9,000.00	
50,000.00	Baltimore & Ohio Ry. Co. Stock..	54,162.50	
20,000.00	Japanese Government, 2d 6's....	19,475.00	
50,000.00	New York Central & Hudson R. Ry. Co. Stock.....	60,150.00	
13,000.00.	Western Union Telegraph Co. Stock	11,192.50	
5,000.00	Western Union Telegraph Co., 4's	4,387.56	
50,000.00	Pennsylvania Ry. Co. Stock.....	62,675.00	
1,000.00	Wadsworth Light & Water Co. Stock	1,000.00	
10,000.00	United States Steel Co., Pfd Stock	9,487.50	
20,000.00	Provident Steamship Co., 1st 5's	19,400.00	
10,000.00	West Virginia Timber Co., 1st 6's	9,675.00	
3,000.00	American Real Estate Co., 1st 6's	3,000.00	
	Total Stocks and Bonds.....		\$756,477.56

SHORT TIME NOTES—

20,000.00	Detroit United Ry. Co.....	\$ 18,987.50	
20,000.00	Northern Ohio Traction & Light Co.	20,000.00	
15,000.00	Erie Ry. Co.....	13,950.00	
20,000.00	C. C. C. & St. L. Ry. Co.....	19,298.00	
	Total short time notes.....		\$ 72,235.50

COLLATERAL LOANS.....	\$203,808.07
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Amount carried forward.....\$1,511,764.61

Amount brought forward.....\$1,511,764.61

REAL ESTATE—

Ashtabula (city property)...	\$ 550.00	
Oberlin “ ...	145,015.11	
Cleveland “ ...	82,600.00	
Akron “ ...	12,000.00	
Toledo “ ...	650.00	
Elyria “ ...	136.00	
Farm lands in Ohio.....	12,426.50	
Total in Ohio.....		\$253,377.61
Grand Rapids (city property)\$	4,300.00	
Farm lands in Michigan....	6,180.00	
Total in Michigan.....		10,480.00
Topeka (city property).....	10,500.00	
Farm lands in Kansas.....	9,712.70	
Total in Kansas.....		20,212.70
Chicago (city property)....		150,000.00
St. Paul “ ...		1,319.10
Matthews “ ...		3,035.38
Farm lands in Florida.....		200.00
Farm lands in Washington..		475.00
Total real estate.....		439,099.79

SUNDRIES—

Construction acct. Baldwin Cottage.....	\$ 11,965.41	
Construction acct. Talcott Hall.....	13,075.46	
Advances to Lord Cottage.....	1,030.06	
Advances to Stewart Hall.....	1,297.50	
Advances to Keep Home	1,758.20	
Advances to Dascomb Cottage.....	491.81	
Advances to Geological Laboratory.....	1,955.13	
Advances to Reamer property.....	584.44	
Furnishings Park Hotel.....	3,058.74	
Time deposits.....	22,650.00	
Unexpired insurance	1,576.00	
E. B. Fairfield property, Chicago.....	15,236.84	
Improvements to Women's Gymnasium..	5,334.38	
Amounts carried forward.....	\$ 80,013.97	\$1,950,864.40

Amounts brought forward.....	\$80,013.97	\$1,950,864.40
Scholarships overdrawn.....	121.25	
Student Employment Fund overdrawn.....	530.40	
Heating equipment	4,889.10	
Tax certificates.....	346.03	
Gymnasium back lots.....	1,802.70	
Shedd Loan Fund Loans.....	4,009.50	
Bills receivable	20,509.55	
Sundry accounts	24,699.31	
	<hr/>	\$136,921.81
Deposits subject to check and cash.....		42,629.94
		<hr/>
		\$2,130,416.15

NEBRASKA ALUMNI ASSOCIATION, FOUNDED IN 1906

President—Mr. Charles E. Clark, '81, 19 Burr Block, Lincoln, Neb.

Secretary—Miss Lucy M. Haywood, '94, 1443 G St., Lincoln, Neb.

OHIO VALLEY ALUMNI ASSOCIATION, FOUNDED IN 1906

President—Mr. R. Grosvenor Hutchins, ex-'91, Columbus, O.

Secretary—Mr. Charles C. Kirkpatrick, '92, 501-502 Union Trust
Building, Cincinnati, O.

Treasurer—Mr. Charles S. Fay, '72, 325 Reilly Ave., Wyoming, O.

GIFTS

All departments of the institution—the College, the Theological Seminary, the Academy, the Conservatory of Music, and the course in Drawing and Painting, are under the care of the same Board of Trustees, and all gifts and bequests should be made to “The Board of Trustees of Oberlin College.” When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income of endowments left as far as possible to be determined by the Trustees as the needs of the growing work may demand. The work of Oberlin College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings. (See pages 126-130.)

For additional information address

PRESIDENT HENRY CHURCHILL KING, or
CHARLES W. WILLIAMS, Assistant to the President.

FORM OF BEQUEST

I give and bequeath to The Board of Trustees of Oberlin College the sum of.....Dollars, for an endowment fund, to be called the..... Fund (or Professorship, or Scholarship.)

FORM OF ANNUITY BOND

Whereas the sum of.....Dollars has been given to The Board of Trustees of Oberlin College, Oberlin, Ohio, by of upon condition that, in consideration of said gift, an annuity ofDollars be paid to the said..... during.....life.

Therefore The Board of Trustees of Oberlin College hereby agrees to pay the said sum of.....Dollars to the order of said.....at the Treasurer's office of said College, during the natural life of the said....., commencing January first, Nineteen Hundred.....

In witness whereunto The Board of Trustees of Oberlin College has hereunto affixed its Corporate Seal and caused this bond to be signed by its Treasurer at Oberlin, Ohio, this.....day of....., 190.....

MEMBERS' AGREEMENT
OBERLIN COLLEGE LIVING ENDOWMENT UNION

I, the undersigned, hereby become a member of the Oberlin College Living Endowment Union, and agree, for the purpose of said Union, to pay five per cent per annum on the sum of..... Dollars, on or before the first day of July of each year, to the Treasurer of Oberlin College; provided, that, by giving thirty days' notice previous to the date of payment to the Secretary of the Union, I shall be excused for such year from making this payment, or any part of it that I may request; and provided, further, that, by giving sixty days' notice previous to the date of any payment, I may withdraw from the Union, and that all obligations hereunder shall terminate at my decease.

The first annual payment under this agreement (\$.....) is to be due and payable on or before July 1, 19....

*Date19.... Signature.....
Address*

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The Bulletin of Oberlin College is published every six weeks.

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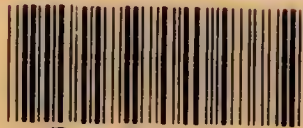


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